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ABSTRACT

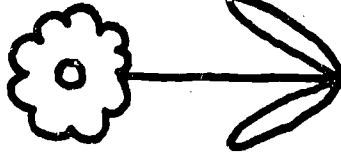
Presented is the Pinellas County, Florida, curriculum guide for the instruction of educable mentally handicapped 6- and 9-year-old children. Subject areas included are language arts, mathematics, social studies, science, health, safety, physical education, art, and music. Instructional objectives for each subject area are listed with one or more specific teaching strategies, materials needed, and additional resources when relevant. Listed for language arts are 120 objectives in areas such as visual discrimination, auditory comprehension, speaking skills, and writing skills. Thirty instructional objectives are given for mathematics covering numeration, addition, and subtraction. The 66 objectives for social studies consider the self, home, school, neighborhood, and nation. Among the topics investigated in the implementation of the 43 science objectives are matter, animals, and weather. The guide provides 21 objectives for physical education and 20 objectives for safety. Health instruction is provided through 34 objectives in areas such as fitness, personal hygiene, and sanitation. Drawing, painting, and graphics are the means of teaching 32 art objectives, while aspects of music such as singing, listening, and rhythm are covered by 19 instructional objectives. (DB)

ED 074657

EXCEPTIONAL CHILD
EDUCATION

LEVEL A
CURRICULUM GUIDE

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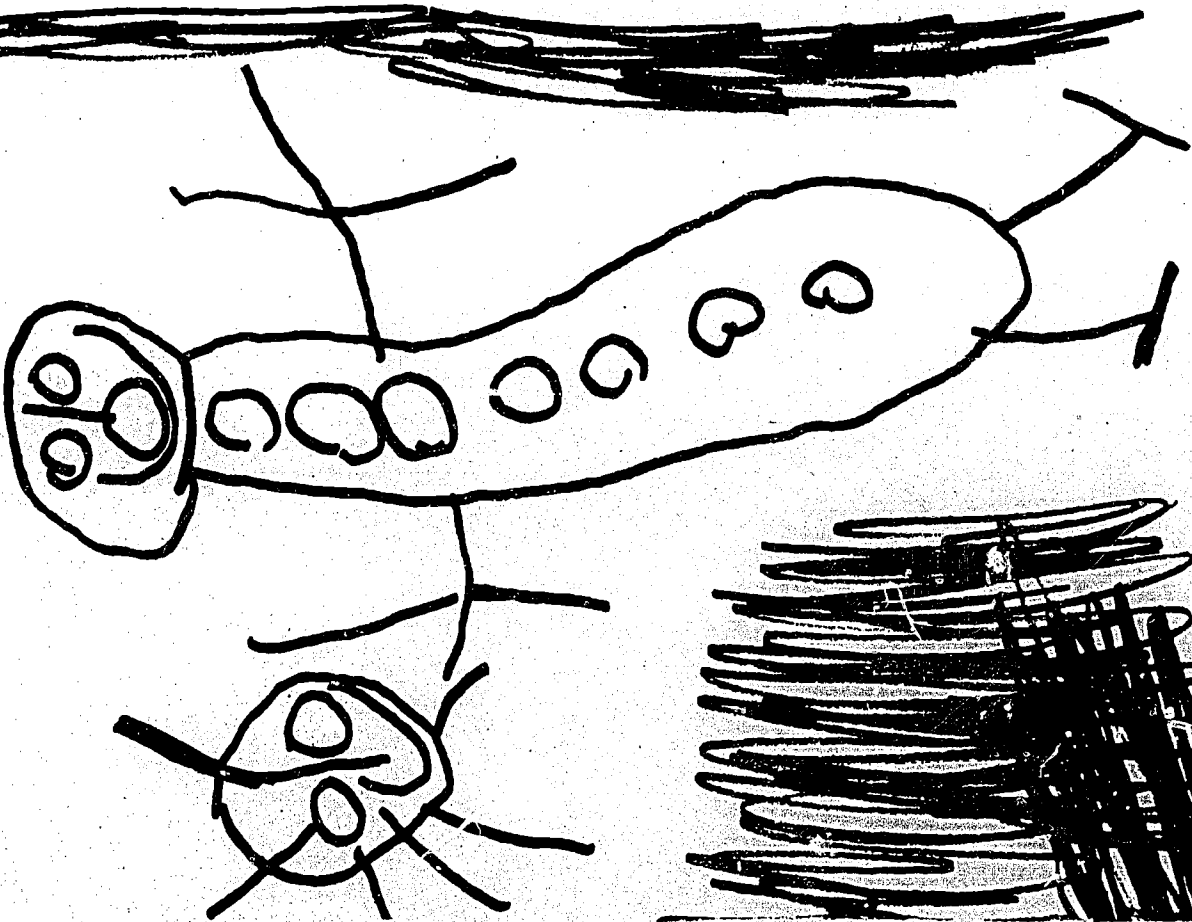
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CURRICULUM GUIDE
FUNCTIONAL LEVEL A
EXCEPTIONAL CHILD PROGRAM
PINELLAS COUNTY PUBLIC SCHOOLS
PINELLAS COUNTY, FLORIDA
SEPTEMBER, 1972

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EDUCATION & WELFARE
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FOREWORD

This curriculum guide has been prepared by teachers in an effort to assist teachers with the education of exceptional children. It has also been prepared to fulfill other specific needs. The Accreditation Department of the State Department of Education has expected the exceptional child programs within the state to "... provide a sequential program in motor, auditory, visual and associational skills; language arts; arithmetic computational skills; and social learning." They have asked that "Programs be developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the exceptional child."

With these two objectives in mind, a set of specific objectives has been established which will permit teachers to teach and evaluate individual progress taking into consideration individual differences.

These objectives should not be considered inclusive and absolute.

As with all curricula, the curriculum for the exceptional child is dynamic. It changes and develops in response to new knowledge, to the needs and requirements of those being served, and to the insight unveiled upon the use of any guide. For this reason, this guide should be viewed as a revision in what must be a sequence of revisions, with each reflecting the changes in approaches to the exceptional child.

For convenience, each objective has been written as an individual entity. Many of the objectives can be taught in conjunction with others as a unit, or as a specific lesson.

The intent is to provide only the continuum of objectives to be taught; not to restrict the teacher as to her approach or strategy.

Wm R. Diem
Chairman

ACKNOWLEDGEMENTS

We wish to thank the faculties of the Clearwater Exceptional Child Education Center, Nina Harris Exceptional Child Education Center, St. Petersburg Exceptional Child Education Center, and the Tarpon Springs Exceptional Child Education Center, as well as the staff of our Learning Disabilities Department who have helped in the development and construction of this curriculum guide. Space will not allow the printing of the names of each contributor.

Appreciation is given for the guidance and assistance of Dr. Ralph Cline, Assistant Director, Exceptional Child Education; Mrs. Bernice Johnson, Coordinator of Specific Learning Disabilities, Exceptional Child Education and Mr. John Turner, Supervising Counselor, Division of Vocational Rehabilitation.

Mrs. Susan Drake, secretary and Mr. and Mrs. David Popper, lay volunteers displayed the tolerance, patience and dedication needed while performing hours of typing.

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Acknowledgement should be given to Mr. Robert Harris, Industrial Arts Teacher and his students at the Nina Harris Exceptional Child Education Center, who have contributed their time, energy and skill in the printing of this guide.

Thank you to everyone.

The Committee

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GENERAL PHILOSOPHY AND GOALS FOR EXCEPTIONAL CHILD EDUCATION

Philosophy Of Exceptional Child Education

Exceptional Child Education should provide opportunities, experiences and facilities for a person to become fully functioning in his environment based on his own abilities.

Exceptional Child Education Goals

1. To provide the opportunities for the sequential development and improvement of work attitudes, habits and experiences.
2. To create an atmosphere of freedom to explore avenues for leisure activities.
3. To develop a practical knowledge of the use of numbers.
4. To develop perceptual motor skills for all children according to their abilities and limitations.
5. To provide for the development and improvement of communication for all children according to their abilities and limitations.
Communication includes: listening, speaking, gesturing, reading, writing, spelling and thinking.
6. To provide instruction in self-care and knowledge of personal health.
7. To develop positive personal mental health attitudes and moral obligations.

BASIC OBJECTIVES - LEVEL A

This level is designed for the student functioning at Early Primary Level with a possible C.A. 6-9 and M.A. 3-7.

This sequential program provides a living framework of educational objectives for the exceptional child. This structure offers flexible strategies in which auditory, visual, and motor skills develop in relation to the learning problems and potentials of this individual. Emphasis is placed upon enriching oral language while in an atmosphere of security and success.

For the teacher, the design provides an immediate, progressive checklist for the evaluation of each exceptional child in the areas of language arts, mathematics, science, social studies, art, music, health, safety and physical education. This structure offers a meaningful bridge between teachers, schools and maturation levels. The teacher realizes that there will be overlapping between levels of experience.

Being a dynamic curriculum, it adapts to the needs of the exceptional child and the teacher as the strategies of each area are supplemented with new resources. Space has been provided for the user to record personal successful strategies and resource material, which will be the primary source of material for a revision in the future.

LANGUAGE ARTS

Level A

Motor Coordination

The student demonstrates his ability to:

1. 1. Sit erect in a normal position, without support or constant reminding.
2. 2. Move one's body in a coordinated response to music.
3. 3. Use one's muscles to perform physical tasks.
4. 4. String objects, such as beads.
5. 5. Stack a series of objects.
6. 6. Use a hammer to pound pegs.
7. 7. Cut with scissors.

Visual Discrimination

The student is able to:

8. 1. Match objects that are the same color.
9. 2. Find similar shapes among many shapes.
10. 3. Match pictures that are the same.
11. 4. Match drawings that are the same.
12. 5. Match objects that are the same size.
13. 6. Match objects that are the same shape.
14. 7. Match words that are the same.
15. 8. Point to the differences in two objects.
16. 9. Identify pairs of words that are different.
17. 10. Identify which object of a series is not identical in directionality as the other objects.
18. 11. Identify which letter among same letters has been rotated.
19. 12. Point to an object among many that is described by someone.
20. 13. Identify large pictured objects from small pictured objects.
21. 14. Look at a picture of a common object and point to the place where a part is missing.
22. 15. Sort into two piles, pictures of real animals from fanciful animals.
23. 16. Group assorted pictures of common objects into categories.
24. 17. Increase his speed in visual association of picture/object to picture/object.

Visual Perception

The student is able to:

25. 1. Draw a line from one pictured object to another, while staying between two lines.
26. 2. Follow with his eyes a moving object.
27. 3. Look for and then at a named object, while keeping the head still.
28. 4. Follow with just his eyes the movement of a light shining on a wall.
29. 5. Look at a picture of objects and arrange concrete objects in the same way.
30. 6. Look at a series of objects and name the object that is positioned in front, back, beside, etc.

31. 7. Look at a picture and name the objects that are positioned in front, back, beside, etc.
32. 8. Trace with his finger a specific design that is overlapped by other designs.
33. 9. Find hidden pictures within a picture.

Visual Memory

The student is able to:

34. 1. Select a card of a simple drawing just previously exposed.
35. 2. Look at a series of common articles and, while looking away, name them in sequence.
36. 3. Look at a sequence of pictures and, while looking away, name them in sequence.
37. 4. Look at a few assorted objects and, after one has been removed, identify which object was removed.
38. 5. Look at a picture of an object with a missing part and point to the part, which is among other assorted parts.
39. 6. Look at a few assorted objects, name the object that has been removed, and name from where it was removed.
40. 7. Look at a few common objects and, while looking away, name the object and its location.

Auditory Discrimination

The student:

41. 1. Identifies which gross sounds are alike and which are different.
42. 2. Identifies which sounds are loud, soft, high, and low.
43. 3. Points in the direction from which a sound is coming.
44. 4. Recognizes pairs of spoken words as sounding same or different.
45. 5. Matches an initial sound to its alphabetical letters.
46. 6. Matches a letter to its phonetic sound.
47. 7. Identifies pairs of words that begin with the same sound.
48. 8. Identifies pairs of words that end with the same sound.
49. 9. Identifies pairs of sentences that sound exactly alike.

Auditory Memory

The student repeats:

50. 1. Short sequences of teacher hand claps.
51. 2. Short sequences of teacher syllables, such as "la, la".
52. 3. Short sequences of musical notes.
53. 4. Short sequences of words having concrete meaning.
54. 5. Short sequences of words having abstract meaning.
55. 6. Short basic sentences.
56. 7. Short sentences having one modifier.
57. 8. Sentences consisting of phrases.
58. 9. Complex sentences.
59. 10. Short rhyming sentences.

Auditory Comprehension

The student:

60. 1. Identifies the object producing non-human sounds.
61. 2. Identifies the person producing particular sounds.
62. 3. Identifies which sounds are human or non-human sounds.
63. 4. Identifies sounds that are familiar to that individual.
64. 5. Identifies which oral statements are nonsense statements.
65. 6. Is able to supply the next word in a favorite poem or story.
66. 7. Answers short yes or no questions regarding a story just heard.
67. 8. Names objects that are verbally described.
68. 9. Follows simple directions provided by the teacher.
69. 10. Follows simple directions provided by another student.
70. 11. Identifies the use of a particular selection of music.
71. 12. Identifies the location where sounds were produced and recorded.
72. 13. Is able to name which objects belong together, when assorted objects are named.
73. 14. Follows the recorded simple directions of the teacher.
74. 15. Follows the recorded simple directions of various students.
75. 16. Follows short sequences of verbal instructions.

Speaking Skills

The student:

76. 1. Names common objects found at home.
77. 2. Names common objects found in school.
78. 3. Names common objects found outside.
79. 4. Names common pictured objects found at home.
80. 5. Names common pictured objects found outside.
81. 6. Names common pictured objects found in newspapers and magazines.
82. 7. Names parts of common pictured objects found within the child's environment.
83. 8. Gives the names of people with whom he is in common contact.
84. 9. Names the common actions demonstrated by members of the class.
85. 10. Is able to identify himself.
86. 11. Is able to identify his classmates.
87. 12. Is able to name and point to parts of his own body.
88. 13. Is able to name and point to the body parts on somebody else's body.
89. 14. Can name common animals.
90. 15. Can produce the sounds of common animals.
91. 16. Can verbally describe a specific object.
92. 17. Can verbally describe the location of a specific object.
93. 18. Asks questions about a particular stimuli.
94. 19. Verbally shares his concrete experiences.
95. 20. Appropriately uses manner words.
96. 21. Interprets pictures, using one word responses.
97. 22. Interprets pictures, using more than one word responses.
98. 23. Interprets pictures, using one or more sentences.

Listening Skills

The student listens to

99. 1. The direction by the teacher.
100. 2. Stories and poems.
101. 3. Conversations of others.
102. 4. Music.

Writing Skills

The student:

103. 1. Demonstrates his ability to manipulate large crayons and primary pencils.
104. 2. Demonstrates his ability to sky write, using each arm, drawing large circles.
105. 3. Demonstrates his ability to hold a pencil, crayon, and paintbrush, between thumb and second finger, with first finger resting on top.
106. 4. Demonstrates his ability to draw on the blackboard large circles while crossing the midline.
107. 5. Demonstrates his ability to draw long vertical and horizontal lines on the blackboard.
108. 6. Can identify, by pointing, the top and bottom of a piece of paper.
109. 7. Can identify, by pointing, the left side and the right side of a piece of paper.
110. 8. Demonstrates his ability to trace over straight lines on the blackboard.
111. 9. Demonstrates his ability to trace over curved lines on the blackboard.
112. 10. Demonstrates his ability to color in lined pictures and stay within the lines.
113. 11. Demonstrates his ability to trace over lines and dotted lines placed on paper.
114. 12. Demonstrates his ability to recognize his name printed on tagboard.
115. 13. Demonstrates his ability to assemble simple inlaid puzzles.
116. 14. While blindfolded, selects a named object with the hand of his choice, from various assorted objects.
117. 15. While blindfolded, names an object he picks up with the hand of his choice.
118. 16. Demonstrates his ability, while blindfolded, to match an object being held in one hand, with his other hand.
119. 17. Demonstrates his ability, while blindfolded, to trace with his fingers over raised or depressed letters, designs, or figures.
120. 18. Is able to identify left and right.

EXCEPTIONAL CHILD EDUCATION PROGRESS REPORT - LANGUAGE ARTS

LEVEL A

Pupil's Name _____

Birthdate _____

Skill Area: _____

Specific Objectives

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Motor Coordination								*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Visual Discrimination																		*	*	*	*	*	*	*
Visual Perception										*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Visual Memory								*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Auditory Discrimination									*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Auditory Memory											*	*	*	*	*	*	*	*	*	*	*	*	*	*
Auditory Comprehension																		*	*	*	*	*	*	*
Speaking Skills																								*
Listening Skills					*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Writing Skills																				*	*	*	*	*

Unit: Language Arts
Area: Motor Coordination

Objective (1): The student demonstrates his ability to sit erect in a normal position, without support or constant reminding.

Materials	Teaching Strategies
Boxes to sit on. Record, reading material	<p>1. Beginning Relaxation and Control. a. "Today we are going to learn how to relax while sitting at our desks. Now sit up, place your head in your arms on your desk, and listen to this pretty music. As you sit there you can feel how good it is to rest - let your legs and arms relax, let your back and shoulders relax, let your neck and neck relax, close your eyes and relax your entire body." (Play music and repeat relaxation suggestions.) b. Now we are going to sit using correct posture. Sit straight with your back against the chair, hold your head up, place both arms on the desk. "Let's see if you can sit like this until I say relax." c. This time we are going to sit on the floor Indian style - with our legs crossed and arms folded. Let's sit like this as we relax and listen to music. d. We are now going to sit on different things and count to ten to see if we can sit properly in various places. (Sit on different-sized boxes rocking chair, armchair, benches without backs.)</p>
Additional Resources:	

Unit: Language Arts
Area: Motor Coordination

Objective (2): The student demonstrates his ability to move one's body in a coordinated response to music.

Materials

Drum, music

Teaching Strategies

1. Beginning Activities a. Basic rhythm: Children sit and clap hands to drum beat. Sit, clap, and stamp feet to drum beat, Stand, clap, and march to beat. Have children use rhythm band instruments to learn to imitate the beat. Encourage free eurhythmic expression to class rhythm band music. b. Action songs: Introduce songs of children's action songs (Row, Row, Row Your Boat responses to music. c. Free movements: Using a cracker, teach pupils to move about freely with arms to sides and in front of body, tiptoeing, doing bending movements, etc. d. Patterned movements: Using music such as Volga Boatman, teach pupils to bend bodies, sway, and "pull ropes", push or carry heavy loads, etc. e. Fundamental steps: Use the Ruth Evans Childhood Rhythm Series 1-3 to introduce meters, steps, swinging, and movement.

Additional Resources:

Unit: Language Arts
Area: Motor Coordination

Objective (3): The student demonstrates his ability to use one's muscles to perform physical tasks.

1. Beginning Activities. Have pupil do the following: a. Crouch and jump: Crouch low and jump high. Crouch and jump several times. b. Pole hang: Hang with two arms from a pole while being timed. c. Foot push: With hands in air, partners sit and place feet against feet and

push. d. Hand push: Partners face one another and push against hands while trying to remain in stable position. e. Arm circles: With arms straight out, begin with small circles; gradually get larger; make both forward and backward movements. f. Torso: With arms over head and feet spread, bend from waist and move torso about in wide circles. g. Standing run: Run about in small circles or run in place.

Additional Resources:

<p>Unit: Language Arts Area: Motor Coordination</p>	<p>Objective (4): The student demonstrates his ability to string objects, such as beads.</p>
<p>Materials</p>	<p>Teaching Strategies</p>
<p>Assorted pieces of string varying in thickness from clothesline down to thread. A number of assorted objects with holes varying in size from 1" in diameter size down to tiny.</p>	<p>Depending upon the individual give student length of string with appropriate size and appropriate objects. Have student thread objects, as proficiency develops, decrease thickness of string and diameter of hole.</p> <p>As individual works along, occasionally, allow objects with too small an opening to be in pile. Observe students reaction to attempt to place too small an object on too large a string.</p>

Additional Resources:

Objective (5): The student demonstrates his ability to stack a series of objects.	
Unit: Language Arts Area: Motor Coordination	
Materials	Teaching Strategies
Assorted square and rectangular objects varying in size. Modifiers	Depending upon ability of individual, provide an assortment of objects. Demonstrate how to stack a couple of objects. As proficiency develops decrease sizes of objects and increase number of objects. M&M's or other modifier might be awarded to individual for surpassing previous height.
Additional Resources:	
Objective (6): The student demonstrates his ability to use a hammer to pound pegs.	
Unit: Language Arts Area: Motor Coordination	
Materials	Teaching Strategies
Box of damp sand, assorted round pointed objects, mallet, peg board, pegs, hammer, scrap, wood, nails.	Demonstrate how to hold hammer in one hand and object to be pounded in other hand. Have student take large object and mallet - with teacher holding object and child's hand gently hammer object into sand. Repeat procedure until student can gently hammer object. Repeat procedure having only student hold and hammer. Repeat procedure reducing size of object to be nailed. When student demonstrates he is able, let him progress to pegs and pegboard, wood and nails.

Additional Resources:

Unit: Language Arts Objective (7): The student demonstrates his ability to cut with scissors.
Area: Motor Coordination

Materials

Scissors, dittoed paper with straight lines on them, dittoed paper with gentle curves on them.

Teaching Strategies

Have individual finger cut air with first and second finger, on dominant hand. Have student practice pinching air with dominant hand palm up using thumb and fingers. As student is able, slip in a pair of scissors and have individual cut air. Have student practice cutting using scissors and cutting down a straight dark line. As proficiency occurs, have student cut from straight lines to gentle curves.

Additional Resources:

Unit: Language Arts
Area: Visual Discrimination

Objective (8): The student is able to match objects that are the same color.

Materials	Teaching Strategies
<p>Two decks of cards (blue, red) beads - colored 2 diff. colors pegs, 3 colors box of assorted toys for game of fish</p>	<p>Teacher throws two decks of cards on the floor. Asks children to find all the cards that look like the one she has in her hand. This could be done in teams, each team looking for their particular card.</p> <p>Using one deck, teacher asks students to find all red colored cards and then all black colored cards. In case colored name not learned, teacher must hold model for students to refer to.</p> <p>Beads and pegs = timed game. Teacher picks up one color. In limited time, see how many of same color student can find. Do with choice of two colors, 3 and up to 4.</p> <p>Box of toys in center of room. Teacher holds one toy up and says that students will find another the same color. Student is blindfolded and reaches into box. Teacher unties blindfold and student says whether toy is of matching color. Children take turns while rest of class observes and excitement is built up.</p>
<p>Colored pictures, crayons, drawing, colored blocks or color chips</p>	<p>Give child a colored block (i.e. red block) and have him match the red block with something red in several pictures. Then have child go around the room and point to each red object. Then give child a red crayon and have him draw a red picture.</p>
Additional Resources:	

Language Arts
Visual Discrimination

Objective (9): The student is able to find similar shapes among many shapes.

Materials	Teaching Strategies
Concrete objects: such as, plates, blocks, balls, beads, boxes, assorted toys	Present item (such as ball) and offer choice of two other items (such as box, round bead) let child select item which is the same shape as the ball. Continue similar activities until child has ability to select the correct shape from many assorted objects.

Additional Resources:

Unit: Language Arts Area: Visual Discrimination	Objective (10): The student is able to match pictures that are the same.
Materials	Teaching Strategies
Pairs of matched pictures and similar pictures Face pictures for Vis Dis. (wooden set with pictures) Clown pictures, small differences	Show matched pictures have child point to specific items. Ex. Point to the mouth. Ask questions-Is it sad or happy? or have child verbalize about picture. Pick out pictures with gross differences to compare and work to point of fine discrimination. Have child pick out matching pictures from small group of pictures. Vary size and level of difficulty.

Additional Resources:

Objective (11): The student is able to match drawings that are the same.

Unit: Language Arts
Area: Visual Discrimination

Teaching Strategies

Materials

10 pairs of matched drawings, for example, two identical drawings of a dog. 2 identical drawings of a car, etc.

Child is presented with two identical drawings and asked if they are alike or different. Child is presented with two different drawings and asked if they are alike or different. Child is presented with three drawings (2 identical and one different) and asked to pick the 2 that are alike. Child is given a stimulus drawing. Three drawings including the mate to the stimulus card are placed before child. He is asked to pick the drawing that is like the one he has. Child is given 2 pairs of drawings and told to find the ones that are alike. Child is given 3 or 4 pairs and is instructed as above. Child is given 6 pairs of drawings and asked to match the pairs. Child is given all the pairs of drawings and asked to match the pairs.

Additional Resources:

Unit: Language Arts
Area: Visual Discrimination

Objective (12): The student is able to match objects that are the same size.

Materials	Teaching Strategies
<p>Circles, triangles, squares, in various sizes.</p> <p>Balls, cars, books, blocks, nails, beads etc.</p> <p>Drawings of various shapes for child, teacher has similar cards.</p>	<p>Show the child object or drawing of the object and have him find one of the same size. The child will have a group of objects in front of him to select.</p> <p>Show the child the object or a drawing of the object (in correct size) and have him match it.</p> <p>Start out with a choice of two and increase difficulty.</p> <p>Make the shapes more difficult to match as they progress.</p> <p>Show child drawing, have him bring it to you.</p> <p>Show a card with one drawing and have the child pick the correct one from a card with two choices. Increase choice.</p>
<p>Assorted small objects, two of each.</p>	<p>Place 2 different objects in front of child. Hold up a 3rd object which matches one of the 2 in front of child. Say, give me one like this; one that is the same.</p> <p>Place 3 objects in front of child, 2 of which are the same. Say, give me the 2 which are the same.</p> <p>Place 3 objects in front of child, 2 of which are the same, say, give me the one that is different.</p>
<p>Additional Resources:</p>	

Unit: Language Arts
Area: Visual Discrimination

Objective (13): The student is able to match objects that are of the same shape.

Materials	Teaching Strategies
Wooden squares, circles, triangles, etc. Two sets in colors such that the shapes are the same colors in both sets. One set in color so that the color of the forms does not match with the other set. Two sets that are of just one color.	Begin by having the children explore thoroughly. Also talk about the various shapes. Use only one set of colored shapes. The set that will match. Next introduce one shape from the second set and have the children match it. Have the children feel the form and talk about the shape. Do this with all shapes. The children can color cues. Use the same procedure as above except this time for the second set of forms, use the set so that the colors won't match. Use the two sets that are all the same in color and the above procedures.

Additional Resources:

Unit: Language Arts
Area: Visual Discrimination

Objective (14): The student is able to match words that are the same.

Materials	Teaching Strategies
Cards with words on them. A sheet for marking responses.	Show the child the stimulus card. He looks and studies the configuration of the word. The child may also outline the word with a marker, etc to get the out configuration of the word, such as <div style="display: inline-block; border: 1px solid black; padding: 2px; margin: 5px;">cat</div> or <div style="display: inline-block; border: 1px solid black; padding: 2px; margin: 5px;">bat</div> The child then looks at his response sheet and puts an X or a circle around the words that are like the stimulus word.

Additional Resources:	
Objective (15): The student is able to point to the differences in the objects.	
Unit: Language Arts Area: Visual Discrimination	Teaching Strategies
Materials Use objects with only one difference such as a wagon with two wheels and one with four.	Show the child two objects, point to the difference. Have the child point to the difference. Gradually increase the number and complexity of differences from 1 simple one on up.
Additional Resources:	

Unit: Language Arts
Area: Visual Discrimination

Objective (16): The student is able to identify pairs of words that are different.

Materials	Teaching Strategies
Chalkboard, chalk, flash cards with words, words can be made from clay.	Write on the board one word such as See. Have a completely different structured word like go on a flash card given to the child. The child will then say the first letter on his flash card and compare it to the first letter of the word on the board. Have the child distinguish whether they are alike or different. After the child can identify pairs of words that are completely different in letter sequences then have him compare words that have different initial letters but have the same word families such as now and how. Obvious to subtle differences.

Additional Resources:

Unit: Language Arts
Area: Visual Discrimination

Objective (17): The student is able to identify which object of a series is not identical in directionality as the other objects.

Materials	Teaching Strategies
Concrete objects: books, pencils, rulers, 4 of each. Flannel board, cut-outs, animals, flowers. Geometric shapes. Worksheets - pictures of 4 objects with one turned slightly.	Have three children face the class and the fourth face the opposite direction. Have children discuss differences. Move child who is facing the opposite direction so that he is identical. Have four children stand side by side, three children will be facing in the same direction. The fourth child will turn 45 degrees to the right. Have students move the child who is not facing the same direction so that all four are facing the same direction and thus identifying which is not identical in directionality. The children will manipulate concrete objects in the same manner. Place all four objects on table, with one completely reversed. Have children discuss differences and move one which is different to match the others. Use flannel board cutouts in the same manner. Prepare worksheets with pictures of 4 identical objects making one of the four slightly turned. Have children place an X on the object which is not identical in directionality.

Additional Resources:

Unit: Language Arts Objective (18): The student is able to identify which letter among same letters has been rotated.
Area: Visual Discrimination

Materials

Sandpaper, letters, plastic letters, concrete objects for demonstration.
Flannel or magnetic board with letter cut outs.

Teaching Strategies

Demonstration of concept of rotation using concrete object. Reinforce with actual participation of several students in a motor rotation activity. Activities involving manipulation of the plastic and/or sandpaper letters to change rotation. Drill using flannel or magnetic board with patterns that can be manipulated if necessary. Pencil-paper activities. Beginning with familiar objects of good size. Move toward more abstract with unfamiliar objects and symbols. Use of color may be added for visual aid.

Additional Resources:

Unit: Language Arts
Area: Visual Discrimination

Objective (19): The student is able to point to an object among many that is described by someone.

Materials

Car, black interest, hair style, boating, wild life, surf and motor magazines. Colored construction paper. Glue.

Teaching Strategies

Glue pictures to different colored squares of paper. Spread pictures out on a table. Children are given clues by the teacher. The first child to find the picture wins.

Additional Resources:

Unit: Language Arts
Area: Visual Discrimination

Objective (20): The student is able to identify large pictured objects from small pictured objects.

Materials

Reading Readiness materials involving concepts of large and small.

Toy objects of different sizes, balls, cars, etc.

Frostig or other dittoes with pictures of objects in various sizes.

Teaching Strategies

Child groups objects which are small and groups objects which are large.

Child identifies shapes of same size from dittoed sheet.

Child can verbally identify large and small objects and pictures.

Pictures of common large objects; house, car, airplane, tree, etc. Pictures of small

Show picture of house and ball. Ask question. If we had these two things here, house and ball, which one is large in size and which one is small in size. Repeat procedure using pictures of objects that are gross in size. Student can identify the large

s, wagon, ball, etc.	pictured objects from the small pictured objects.
Additional Resources:	
Unit: Language Arts Area: Visual Discrimination	Objective (21): The student is able to look at a picture of a common object and point to the place where a part is missing.
Materials	Teaching Strategies
Puzzles of concrete objects, fruit and animal puzzles. Duplicated pictures of concrete objects.	Present child with whole puzzle. Remove a part and have the child replace this. Do this with progressively more difficult puzzles. When the child is proficient, move on to duplicated pictures of simple objects with a part missing that the child must draw in.
Additional Resources	
Unit: Language Arts Area: Visual Discrimination	Objective (22): The student is able to sort into two piles, pictures of real animals from fanciful animals.
Materials	Teaching Strategies
10 pictures of animals (real)	Read each book a little at a time and discuss the real animals and fanciful animals. Take

t out and pasted on tagboard.
pictures of fantasy animals
cut out and pasted on tagboard.
One Animal Book of real animals.
One Fantasy Book such as
Dr. Seuss.
Tupperware animal snap together
set for fantasy animals.

a trip to a zoo and farm. Have children draw real animals and play with toy animals.
Have animals in the room in connection with other lessons on biology, etc. Have
children draw make believe animals. Show the cut out pictures and present two fantasy
and one real and have child identify or match the fantasy. Proceed in this manner.
Then have children sort the entire group into real and fantasy. Use tupperware game.

Additional Resources:

Unit: Language Arts

Area: Visual Discrimination

Objective (23): The student is able to group assorted pictures of common objects into
categories.

Materials

Pictures of fruit, people, etc.
Peabody Pictures.

Teaching Strategies

Present three pictures, two of which go together. Ask the child which one does not go
with the others. Then show the child pictures in categories and explain why each
category goes together. Present several pictures and have child choose those that
go together.

Additional Resources:

Language Arts
Visual Discrimination

Objective (24): The student is able to increase his speed in visual association of picture/object to picture/object.

Materials	Teaching Strategies
Ball, pencil, pen, chalk, paper clip, 2 of each. Duplicate cards with pictures of objects. Watch.	Lay out the objects on a desk, one set in front of the child, one set in front of the teacher. The teacher will tell the child he has 10 seconds to find the same object the teacher will hold up. Note time it takes. Repeat procedure and note time it takes. Have child then begin to increase his speed in matching the object held up by the teacher. Repeat procedure using cards with pictures.
Additional Resources:	
Unit: Language Arts Area: Visual Perception	Objective (25): The student is able to draw a line from one pictured object to another, while staying between two lines.
Materials	Teaching Strategies
Masking tape, toy cars or airplane. Chart paper, pictures of dog and dog house, etc.	Place two objects at opposite ends of a flat surface, (table). Demonstrate to children that the desired response is to trace from one object to another. (Toy car to a gas station). Be sure to use L to R movement. Following this activity place a piece of masking tape between objects. Trace with finger. Then use large crayon for drawing a line on masking tape. Then use a primary pencil for tracing line. Use chart paper cut into strips for children's initial experience with individual work. Indicate boundaries with heavy black marking pen. Have a picture of a dog at left side on strip and a dog house at right side. Demonstrate to children that the object is to mark the path that the dog would take to get to the dog house. Use left to right movement and tell children that dog must stay on path between heavy black lines.

Additional Resources:

Unit: Language Arts
Area: Visual Perception

Objective (26): The student is able to follow with his eyes a moving object.

Materials

One pencil with eraser,
one thumbtack

Teaching Strategies

Move the pencil in a semi-circle around the child. Move the pencil until child can no longer see the thumbtack in a left to right manner. Next move the pencil starting in front of his eyes and proceeding up and down in an arc-like fashion. Continue training no longer than 5 minutes.

Additional Resources:

Objective (27): The student is able to look for and then at a named object, while keeping the head still.

Teaching Strategies

Materials

Assorted common objects, strip of masking tape, cardboard sight barrier.

Have student sit in front of table. Have student practice looking around with just eyes, head still and fixed. At appropriate time, set up sight barrier and a series of three or four common objects set out on strip of masking tape. Have student positioned so he is looking towards objects behind sight barrier. Have student fix head. Have him look for and at _____. Remove sight barrier. Repeat procedures increasing distance between objects. Repeat procedures until student can successfully accomplish objective.

Additional Resources:

Unit: Language Arts
Area: Visual Perception

Objective (28): The student is able to follow with just his eyes the movement of a light shining on a wall.

Teaching Strategies

Materials

Flashlight, airplane gliders, wind-up racing cars.

The teacher would flash a light back and forth and other directions slowly close to the child. Then gradually moving the object further away from the child until he was able to follow the light on the wall at a distance or close up. Pupil makes paper or balsa wood gliders. Holding head still, he follows glider flight as it is thrown by another person. Use wind-up mechanical cars or racing on track. The child visually follows one car at a time placed on the track.

Unit: Language Arts Area: Visual Perception	Objective (29): The student is able to look at a picture of objects and arrange concrete objects in the same way.
Materials	Teaching Strategies
4 toys, 2 of the same, pictures, blocks.	On table are 2 toys. Teacher gives 2 toys like the 2 on the table to a student. Teacher asks him to put them on table the same way so that his set-up "store" looks like the teacher's. Using pictures, two objects on picture, student arranges his objects in same manner as those on picture. Can increase number to 4 or 5. Using blocks, the children can pair up and copy each other's models.
Additional Resources:	
Unit: Language Arts Area: Visual Perception	Objective (30): The student is able to look at a series of objects and name the object that is positioned in front, back, beside, etc.
Materials	Teaching Strategies
Chair, children, balls, block, eraser, and other common objects in the classroom.	Have a child stand in front of, back of, beside of it and talk with the other children when the child is standing. Before this is done, you should go over front, back and side with the children. After using the chair use the other objects with the children for the same purpose until the children are proficient.

Additional Resources:

Unit: Language Arts
Area: Visual Perception

Objective (31): The student is able to look at a picture and name the objects that are positioned in front, back, beside, etc.

Materials

Chair, DLM cards on spatial relationships.

Teaching Strategies

Review the lesson using concrete objects. Have the child stand in front, back and beside the chair. Present a DLM picture card and ask the child - What is in front of the _____? If the child does not understand again present a concrete representation of the picture. Then present another picture, have the child make a concrete representation and then ask, what is in back? Proceed until the child can tell position from the picture.

Additional Resources:

Language Arts
Visual Perception

Objective (32): The student is able to trace with his finger a specific design that is overlapped by other designs.

Materials	Teaching Strategies
Simple pictures of objects that overlap. These should be color coded for the first lessons, then remove the colors.	Present the children with the simple pictures that are tactile in nature and require them to find a simple shape, after you have gone over the basic shapes with the children. After the children can do this level use colors instead of kinesthesia cues. After the children can operate with these take away all cues.

Additional Resources:

Unit: Language Arts
Area: Visual Perception

Objective (33): The student is able to find hidden pictures within a picture.

Materials	Teaching Strategies
Dot to dot pictures	Ask the child to start connecting the dots and try to guess what it is.
Instructor pictures containing hidden pictures, plastic overlays. Projectachrome pens.	Point out in a picture a hidden picture. Using overlay and pen trace the outline of the hidden picture. Have student find another hidden picture and repeat procedure.

Unit: Language Arts Area: Visual Memory	Objective (34): The student is able to select a card of a simple drawing just previously exposed.	
Materials	Teaching Strategies	
Set of stimulus cards, each having one simple drawing such as a tree.	<ol style="list-style-type: none">1. Child is shown one stimulus card for 3 to 5 seconds, card then removed.2. Two response cards presented to child, one card should be identical to stimulus card, other one is different, child is asked to pick the card like the one he saw.3. The number of response cards presented can be increased as the child progresses.	
Additional Resources:		
Unit: Language Arts Area: Visual Memory	Objective (35): The student is able to look at a series of common articles and, while looking away, name them in sequence.	
Materials	Teaching Strategies	
3 various, familiar objects, 4 objects in sequence 5 objects in sequence, etc.	<p>Have children look at the objects. Turn around and name objects. Have the objects identified by children. Turn around and name the objects. Each time, add one more object in set until child can name the series of common objects without looking.</p> <p>Teacher takes one set of objects, student takes identical set. Teacher places objects in a row. Emphasize left to right movement. Tell child, make one like this. Start here. (Point to object on left.) Vary difficulty, vary number of objects in set.</p>	
Assorted objects - 2 of each Colored blocks, 2 of each or colored chips, pieces of construction paper 2 of each color.		

Assorted objects, 2 of each, divided into identical sets. Cloth or large piece of paper.	Teacher takes one set of objects; student takes an identical set. Teacher places objects in a row. She says, make a row like this. Let child look at objects, then cover with cloth. Vary difficulty, vary number of objects in set.
Large quantity of small plastic rectangular orange containers, Give 4 to each child.	Arrange 4 containers on a supporting material. Show for 3 seconds, then remove.
Additional Resources:	
Unit: Language Arts Area: Visual Memory	Objective (36): The student is able to look at a sequence of pictures and, while looking away, name them in sequence.
Materials	Teaching Strategies
2 students, boy and girl to reinforce remembering sequencing of objects, pictures of two blocks, colored red-blue. Pictures of 3 blocks, 2 colors red-red-blue, pictures of 3 blocks, 3 colors; pictures of 3 objects.	Boy and girl stand in front of class. Teacher asks a student to look and then turn around naming the children in order up front. Expose picture of red block and blue block, student arranges his blocks in same order. Then, have student look and then remove picture and child describes what he saw in sequential order. Same as before, can omit concrete arrangement, go right into exposure and removal. Next step, 3 objects do above. Pictures of different objects, begin with 3 and work up to 6.

Additional Resources:

Unit: Language Arts Area: Visual Memory	Objective (37): The student is able to look at a few assorted objects and, after one has been removed, identify which object was removed.
Materials Box of objects, simple (toys, nails, etc.)	Teaching Strategies Have children look at all the objects. Put objects back. Have teacher remove object and allow the students to decide what was removed.

Additional Resources:

Unit: Language Arts Area: Visual Memory	Objective (38): The student is able to look at a picture of an object with a missing part and point to the part, which is among other assorted parts.
Materials Worksheets of a person with one missing part such as arm, hand, leg, foot, etc.	Teaching Strategies The child is supposed to look at the worksheet of a person and pick out the missing part of the person on the other sheet of various body parts.

another sheet of various parts of the body.

2 paper dolls, that are the same.

On one paper doll, cut off a part of the body such as leg. Have the other paper doll's body parts assorted beside the one in tact. The child looks at the one with missing part and picks the part from the various assorted body parts that should be used to complete the paper doll with a missing part.

Additional Resources:

Unit: Language Arts
Area: Visual Memory

Objective (39): The student is able to look at a few assorted objects, name the object that has been removed, and name from where it was removed.

Materials

Concrete objects, board or box top, separated in halves, fourths, sixths, eighths. Plain board or box top. Cover sheet.

Teaching Strategies

Objects placed on board divided in half. Object is removed. Child tells which $\frac{1}{2}$ it was removed from. Replace object, cover, child tells what is on the board and where each item is by (1) pointing and telling (2) by telling only. Do same as above using the other board (4th, 6th, 8ths). Then repeat series using unmarked board or box top. Child has to visualize from memory. Boxes could be numbered initially or even colored boxes.

Additional Resources:

Unit: Language Arts
Area: Visual Memory

Materials

A box of common objects found in the classroom and home.
Pencils, crayons, scissors, etc.

Teaching Strategies

Place a number of common objects in front of children. Have children name objects. Have children count them. Remove one object while children close eyes, look away or whatever you deem feasible. Ask a student to name the missing object. Ask student to name position of missing object. Remove two objects, follow the same procedure. Continue removal until the entire group has been removed.

Additional Resources:

Unit: Language Arts
Area: Auditory Discrimination

Materials

Series of objects that produce distinct sounds grossly different from the others. Sight barrier to prevent class from

Objective (41): The student identifies which gross sounds are alike and which are different.

Teaching Strategies

Teacher line up sound producers behind screen. Teacher reviews word same by ringing bell pausing ringing bell - while class sees bell. Teacher asks what made sound first time (response) what made sound second sound (response). Elicit same sounds. Repeat using bell and can with pebbles, while class can see both bell and container with pebbles. Repeat both procedures only this time produce sounds behind

being sound producers but allowing teacher observation. Can with pebbles.

sight barrier. Repeat procedure now behind barrier using variety of sound producers.

1. Language master, 4" language master cards pre-recorded with sounds. 2. variety of sound producers.

Review same and different. Allow student to listen to pre-recorded cards. If card has two same sounds put in one pile. If card has two different sounds put in second pile. Teacher checks piles. Repeat procedure using set of cards with less gross sounds.

Additional Resources:

Unit: Language Arts

Area: Auditory Discrimination

Objective (42): The student identifies which sounds are loud, soft, high and low.

Materials

Assorted objects which can produce loud and soft sounds.
Ex. Voice, horn, hands, whistle, etc.
Tape recorder, set of bottles with varying amounts of water.

Teaching Strategies

Talk to class in normal voice. Introduce term loud, demonstrate-introduce soft. Demonstrate. Repeat using other examples eliciting responses of loud and soft (using gross differences). Allow students to listen to tape recording of loud and soft sounds responding accordingly. Repeat procedure for high and low sounds, eliciting correct response using gross differences. As student accomplishes these, one could proceed to combination of volume and pitch.

Additional Resources:

Objective (43): The student points in the direction from which a sound is coming.

Unit: Language Arts
Area: Auditory Discrimination

Materials	Teaching Strategies
Set of hand bells, producing same sound. Blindfold.	Explain to class what class is going to do. Give each member a hand bell and remind them to keep them perfectly still. Have someone sit in front of room facing class. Teacher points to classmate and that person rings bell. Person in front points to person ringing bell. Repeat procedure with person in front blindfolded. Give more than one opportunity to point to bell ringing. Repeat procedure with other class members. As individual becomes proficient decrease length of bell ringing and decrease distance between bell ringers.

Additional Resources:

Objective (44): The student recognizes pairs of spoken words as sounding same or different.

Unit: Language Arts
Area: Auditory Discrimination

Materials	Teaching Strategies
List of paired words some same others different.	Review terms same - different, using examples words boy-boy; elephant-cat. As words are read to student, have student respond accordingly. Have words differ grossly in the beginning. Work through having student listen to words carefully. Care is to be taken in repeating same words in exact way not changing inflections, etc.

Language Master, pre-recorded LM cards, M & M's.	Review same and different. Have student sort LM cards into two piles, (1) cards that contain same words, (2) cards that contain different words. Reward with M&M's for correct responses. Care is to be taken in recording cards so as not to change inflections. Pairs of words can be gradually changed from gross differences to fine differences.
Pictures representing nouns, (pictures in Peabody Kit are good). Use such pairs as coat - car blue - two hat - hat	Child sits in chair with his back to the chalkboard. The teacher places 1 or 2 pictures on the ledge. She pronounces the two words coat - car, hat - hat. The child says "yes" if they are the same, "no" if they are different. The child then turns around to see if he is right.
Additional Resources:	
Unit: Language Arts Area: Auditory Discrimination	Objective (45): The student matches an initial sound to its alphabetical letter.
Materials	Teaching Strategies
None, except children's pencils and papers to keep their own score.	Teacher uses a game called "Picnic" where she tells the students that she is going on a picnic and will take certain items. The students may attend the picnic if they can match the initial sound of the item: (ex) Teacher Students Bread Butter, basket, beans, ball, bat.
	Student with highest number of points gets the opportunity to lead the next choice of item (sound).

<p>List of words, alphabet cards or letters.</p>	<p>The teacher calls out a word and asks the student to find the card or letter that begins the same way the word begins. Also, the letter could be said and the student could find the word which begins with that sound. Ask the student to repeat the sound and the word.</p>
<p>Additional Resources:</p>	
<p>Unit: Language Arts Area: Auditory Discrimination</p>	<p>Objective (46): The student matches a letter to its phonetic sound.</p>
<p>Materials</p>	<p>Teaching Strategies</p>
<p>Large letter S on a 5x8 card which represents sss or snake sound. Pencil and paper.</p>	<p>To teach the S sound, teacher will instruct students to listen to her pronounce a 20 word, word list. Students repeat each word heard. Following this activity, a new list is constructed whereby students are given paper to write the letter S each time they hear the S sound. As a reward, highest scores get to help make new word list for next day.</p>
<p>List of words, alphabet cards, alphabet letters.</p>	<p>The teacher calls out the word or letter; the student picks out letter to sound, later program to the word which matches the sound. (This could be done by tape, if available.)</p>

Additional Resources:

Unit: Language Arts Area: Auditory Discrimination	Objective (47): The student identifies pairs of words that begin with the same sound.	
Materials	Teaching Strategies	
Word lists that consist of paired, one and two syllable words. These pairs should not be rhyming pairs. Words should begin with all initial sounds: m, n, p, t, k, b, d, g, f, h, w, y, s, sh, j, r, l, ch, th (thumb), th (this), and z.	Student listens to pairs of initial sounds and identifies pairs that are same, by raising hand or nodding head when two paired initial sounds are sounded. As student is proficient in recognizing the same initial sounds, teacher progresses to pairs of one or two syllable words. Student identifies pairs of words which begin with same initial sounds.	
Additional Resources:		

Unit: Language Arts Area: Auditory Discrimination	Objective (48): The student identifies pairs of words that end with the same sound.	
Materials	Teaching Strategies	
Word lists that consist of paired one and two syllable words. These pairs should not be rhyming pairs. Words should	Student listens to pairs of final sounds and identifies pairs that are the same by raising hand or nodding head when two paired final sounds are sounded. As student is proficient in recognizing the same final sounds, teacher progresses to pairs of one	

with all final sounds:
m, n, ng, p, t, f, r, k,
b, d, g, sh, s, ch, th, v,
l, z, zh, j.

or two syllable words. Student identifies pairs of words which end with same final sounds.

Additional Resources:

Unit: Language Arts

Area: Auditory Discrimination

Objective (49): The student identifies pairs of sentences that sound exactly alike.

Materials

Lists that consist of paired sentences with some pairs same, some pairs different. List should progress in difficulty from short sentences with gross differences to long sentences with fine differences.

1. A running dog.
A jumping elephant.
2. A fast car.
A fast star.
3. See the large black dog run.
See the large black frog run. etc.

Teaching Strategies

Teacher demonstrates, by repeating sentences, what the term exactly alike means. Teacher reads paired sentences and has student respond to exactly alike sentences. Teacher should watch for possibility of particular sounds being missed. Student progresses to more difficult auditory discrimination sentences as he becomes proficient.

Additional Resources:

Unit: Language Arts
Area: Auditory Memory

Objective (50): The student repeats short sequences of teacher hand claps.

Materials

No materials needed at first lesson.

Teaching Strategies

The teacher has the child in front of her. She claps once and has the child imitate her. Next she claps twice and has the child pause and imitate her clapping. The teacher continues with 1, 2, 3 clap sequences until the child can consistently imitate the clapping while facing the teacher. The teacher turns the child so that the teacher faces the child's back. The teacher then claps once and asks the child to repeat what he has heard. The teacher progresses to short sequences.

Additional Resources:

Objective (51): The student repeats short sequences of teacher syllables such as la, la.

Teaching Strategies

Materials

Language Master, Language Master card, headsets.

Print (voice print) on teacher band a syllable such as "la,la" and repeat five times on each card. Lock the teacher band out and let the student run the card thru and listen after which he repeats or attempts to repeat the sound.

Additional Resources:

Unit: Language Arts
Area: Auditory Memory

Objective (52): The student repeats short sequences of musical notes.

Teaching Strategies

Materials

Language Master or tape recorder, piano.

Print or tape music notes on a tape or language master card, repeating several times. With a short blank open for the student to tape his own voice copying the sound.

Additional Resources:

Objective (53): The student repeats short sequences of words having concrete meaning.

Unit: Language Arts
Area: Auditory Memory

Materials

None - Students sit in circle.

Teaching Strategies

Plays a game called "At the market", or at the store. The teacher says, "I went to the market and at the market I bought an apple." (Each student then adds one article to the list, repeating in order.) If he can't remember then he is out of the game. This game holds the student's attention.

Tray, with several articles.

Show tray, varying number, and ask student to name articles. Take two away and ask student to name article.

Assortment of small toys or plastic fruits, etc.

The teacher tells the child to go to the store to buy _____ (name 1, 2, 3, or 4 items). The child then goes and gets the named items.

Additional Resources:

Unit: Language Arts
Area: Auditory Memory

Objective (54): The student repeats short sequences of words having abstract meaning.

Materials

Word cards with abstract words.

Teaching Strategies

Teacher selects short sequence of abstract words and says words to student face to face. Student repeats words back, gradually working student up to a sequence of four or five words. Repeat procedure with student facing away from teacher.

Additional Resources:

Unit: Language Arts
Area: Auditory Memory

Objective (55): The student repeats short basic sentences.

Materials

Picture cards showing action with sentence tacked to language master card.
Language master, headsets to language master.

Teaching Strategies

Voice the sentence onto the language master card on the non-erasable band. Flick the switch to student response band and lock the screw in back. Demonstrate to the student how to use the machine by running the card thru and having him listen to the sentence. Have the student run the card thru and print his voice on the student band. Have the student immediately listen to his own voice response.

Additional Resources:

Unit: Language Arts
Area: Auditory Memory

Objective (56): The student repeats short sentences having one modifier.

Materials

Several short sentences, blackboard and chalk.

Teaching Strategies

Have a student repeat a sentence with one modifier. Omit the modifier, see the difference. Replace the modifier with another modifier. Notice the changes.

Additional Resources:

Unit: Language Arts
Area: Auditory Memory

Objective (57): The student repeats sentences consisting of phrases.

Materials

A model of a village with trees, hills, houses, water and people, or just a mountain or a hill, called a "preposition mountain".

Teaching Strategies

Teaching directional differences using prepositional phrases. Teacher gives a sentence with a specific direction and students use models to complete the task while repeating the sentence in its completed form.
Ex. The girl went up the hill. The girl fell down the hill. The boy rode past the hill.
The tree grew on the hill. The plane flew over the hill. The tunnel went through the hill.

Additional Resources:

Objective (58): The student repeats complex sentences.

Language Arts
Area: Auditory Memory

Teaching Strategies

Materials

Two telephones not necessarily connected.

Present one student with a complex sentence to be repeated to another student. The receiving student then repeats the sentence to a listening student who performs the particular direction given in the sentence.

Additional Resources:

Objective (59): The student repeats short rhyming sentences.

Unit: Language Arts
Area: Auditory Memory

Teaching Strategies

Materials

1. A cat, crow, dog or bear - which one of these has no hair?
2. A brother, uncle, father or mom - which one of these would not be named Tom?
3. A hog, horse, mouse or toad - which one of these could carry a load?
4. Paper, pin, pig or kite - which one of these is not very light?
5. A book, bomb, pipe or pie, which one of these would blow you sky high?
6. A kite in a tree or a swim in the summer - which one of these would you call a "bummer"?
7. A date with a friend or being chased by a beast - which one of these would you like the least?
8. A dog in a pound, a pig on a log or a frog in a sty - which one of these would you call a lie?

Additional Resources:

Unit: Language Arts
Area: Auditory Comprehension

Objective (60): The student identifies the object producing non human sounds.

Materials

Teaching Strategies

Tape or record of animal sounds to include some of the bird family, cow, sheep, chicken, pig, dog, cat etc.
Films or filmstrip on animals

Teacher introduces subject through films with sound and discusses the effect each of the animals has on our daily life and habits. Relate the dependency from earlier times to present. Food - clothing - shelter.

Rhythm instruments, bells, drum, tambourine, sticks, wood blocks, etc.

Place rhythm instruments on table. Tell one child to hide his eyes. Teacher (or child) then plays 1 instrument. Child with eyes hidden then comes to the table and points to the instrument played.

Sounds of animals on a tape or record, and a picture to represent each (Primary Peabody Kit has a very good selection).

Place the pictures on the chalkboard ledge. Play one sound on the record or tape. Can child find the picture associated with the sound.

Pictures of following animals: cow, rooster, dog, sheep, cat, horse, pig, hen and any others which are appropriate.

Place pictures on chalkboard ledge. Teacher or student makes an animal sound of one of the animals pictured. Child picks out the appropriate picture to match the sound produced by teacher.

Additional Resources:

Unit: Language Arts Objective (61): The student identifies person producing particular sounds.

Area: Auditory Comprehension

Materials

Teaching Strategies

Blindfold.

Person produces a series of sounds vocally. Examples:

1. Sing a couple notes
2. Say a couple words
3. Imitate an animal sound
4. Make any kind of sound

Make a game of how many children identify: on the first, second, third sound, etc.

Pictures of animals: dog, cat, lion, rooster, etc.
Blindfold.

"It" is blindfolded. Pictures of different animals are distributed among children so that "it" does not know who has which picture. The blindfolded player then calls out "Speak, dog, speak". The child with the picture of a dog then barks like a dog. "It" tries to guess who barked.

Additional Resources:

Unit: Language Arts Area: Auditory Comprehension	Objective (62): The student identifies which sounds are human or non-human sounds.
Materials Voice tapes of each student in class. Tapes of sounds that reflect rainstorms, wind or gales, automobile wrecks, trainwhistles, horns, sirens, etc.	Teaching Strategies Cross section of class voice on tapes should give a variety of speech patterns and accents. Capitalize on techniques of speaking tonal quality, rate of speech, maturity or immaturity of individuals. Stress safety factors involved when different non-human sounds are heard and our reaction to them.

Additional Resources:

Unit: Language Arts Area: Auditory Comprehension	Objective (63): The student identifies sounds that are familiar to that individual.
Materials Tape recorder, head phones (for hard of hearing).	Teaching Strategies Tape sounds in the home that are familiar to all. Set recorder, 1. dial phone number. 2. turn on faucet. 3. close door. 4. walk across bare floor. 5. frying bacon. 6. coffee perking.
Record player, record with common sounds.	Record player - to identify sounds. Record - to imitate sound.

Additional Resources:

Unit: Language Arts Objective (64): The student identifies which oral statements are non-sense statements.
Area: Auditory Comprehension

Materials

Pictures.

Teaching Strategies

Beginning: show children non-sense pictures and ask them what is wrong? Sequential progression is made toward child's auditory discrimination of non-sense statements.

Additional Resources:

Unit: Language Arts
Area: Auditory Comprehension

Materials

Nursery rhymes, Hey diddle diddle, Little boy blue,

Teaching Strategies

Objective (65): The student is able to supply the next word in a favorite poem or story.
First, the teacher makes sure the students are familiar with given nursery rhymes. Use flannel board and pictures. As you place the pictures, tell the poem in sequence, leaving

out key words at end of a line, words that rhyme.
Pumpkin Eater, Jack
over the Candlestick.
el board, pictures of
these rhymes.

Additional Resources:

Unit: Language Arts
Area: Auditory Comprehension

Objective (66): The student answers short yes and no questions regarding a story just heard.

Materials

Story books: The three bears,
The three little pigs, etc.

Teaching Strategies

Teacher reads story and shows pictures (if any). Questions about the story are asked and child responds with yes or no answer. Example:

1. Did the three bears eat their porridge? (No)
2. Is Goldilocks a boy? (No)
1. Were the pigs afraid of the wolf? (Yes)
2. Did the pigs open the door for the wolf to come in? (No)

Additional Resources:

Language Arts
Area: Auditory Comprehension

Objective (67): The student names objects that are verbally described.

Materials	Teaching Strategies
Ball, pencil, block, truck.	Teacher describes the shape, size, color, texture and function of the given object (such as a truck). Example: It has 4 wheels; it can be used to carry dirt, it can be a toy or can be a big machine used by your father. It dumps sand; it hauls cement blocks. It has a cab on the front. It is sometimes called a "Pick-up".

Additional Resources:

Unit: Language Arts
Area: Auditory Comprehension

Objective (68): The student follows simple directions orally provided by the teacher.

Materials	Teaching Strategies
Whatever is necessary for directions given.	Begin with one-step direction such as: get me a pencil. This gives the children some decision making - which pencil and how to get it. Become more specific: get me a red pencil. If child has difficulty with these, Steps: 1. walk him through directions. 2. play follow - the - leader. 3. show child (visually) the act he is to perform, the object he is to get, etc. Adjectives used in directions, such as color, should be used according to the age level and knowledge of the child.

Additional Resources:

Unit: Language Arts
Area: Auditory Comprehension

Objective (69): The student follows simple directions provided by another student.

Materials

Teaching Strategies

Chairs, students, objects
in classroom.

Play a game with the students requesting a child to do a simple task - Go to the door.
Allow the children to say if the child responded correctly. Permit another to do simple
command requested by child who had responded previously. Start off with one direction
responses then increase to 2 commands, then 3 commands, etc.

Additional Resources:

Unit: Language Arts
Area: Auditory Comprehension

Objective (70): The student identifies various uses of particular selections of music.

Materials

Teaching Strategies

Rhythm instruments, drum,
record.

Child claps 1-2, 1-2 etc. Child beats 1-2, 1-2 etc. with drum. Child walks 1-2, 1-2. Child
claps and walks. Child beats drum and walks. Child walks to music in 2/4 time.

Same as above

Child claps 1-2-3-4 etc. Child beats with drum 1-2-3-4. Child claps and marches. Child beats
drum and marches. Child marches to record march.

Additional Resources:

Unit: Language Arts
Area: Auditory Comprehension

Objective (71): The student identifies the location where recorded sounds were produced and recorded.

Materials

Tape recorder, tape of sounds, city sounds; school bell, train, warning bells at railroad crossing, horns on cars, squealing brakes, bus or truck starting up, policeman's whistle, etc.

Teaching Strategies

Teacher plays tape - asks children to name what makes this sound or where would you hear it? (There should be a long space between each new sound.)

Additional Resources:

Unit: Language Arts
Area: Auditory Comprehension

Objective (72): The student is able to name which objects belong together when assorted objects are named.

Materials	Teaching Strategies
Feely-Mealy Box, objects in box are hard, soft, fluffy, spongy, and feathery.	The objects are in the box with a small opening for the hand. They cannot be seen. The child is instructed to reach in and pick out a specific object, such as soft. Then continue - thus grouping each.
Word lists that contain words belonging to same category. Lists should progress from short to long lists gross to fine differentiation.	Teacher reads short list and asks student to name which objects belong together.
Additional Resources:	
Unit: Language Arts Area: Auditory Comprehension	Objective (73): The student follows simple directions provided by teacher recorded on listening tape.
Materials	Teaching Strategies
Tape recorder, reward objects, tape and book.	First put on tape directions that are most familiar to child. Example: write name on paper, write date, write age, etc. At the end of tape tell child he may come to teacher for reward. Each session becomes more difficult and the rewards less tangible. Ex: Give child a privilege reward. Finally, child can either respond to question asked orally or on paper.

Additional Resources:

Unit: Language Arts
Area: Writing Skills

Objective (107): The student demonstrates his ability to draw long vertical and horizontal lines on the blackboard.

Materials

Blackboard, chalk, eraser, pictures, patterns, pencils, paper.

Teaching Strategies

The student should first have an idea of how a vertical and a horizontal line looks. Let the student make vertical and horizontal lines in the air with his finger, then the teacher will give the student ample time to practice drawing the lines at his desk and later on the chalkboard.

Additional Resources:

Additional Resources:

Unit: Language Arts
Area: Writing Skills

Objective (105):

The student demonstrates his ability to hold a pencil, crayon and paint brush between thumb and second finger with first finger resting on top.

Materials

Pencil, crayon, paint-brush.

Teaching Strategies

Have all students pick up their writing object on the count of one. Proceed to place the thumb and fingers correctly while using counts, teacher will inspect each child's position and apply individual corrections.

Additional Resources:

Unit: Language Arts
Area: Writing Skills

Objective (106):

The student demonstrates his ability to draw on the blackboard large circles crossing his mid line.

Materials

None

Teaching Strategies

Have child stand both feet flat to floor. Body erect, left hand held behind body. In air, draw a large circle with right hand moving arm from shoulder. Child must keep body straight, not sway or swing with arm. Repeat directions for left arm. When satisfactorily mastered: Child is told to stand as previously directed for step above and scribe a large circle on board without moving feet or body to the side. Repeat for other side. Circle may be made clockwise or counter clockwise. When able to do scribe satisfactorily then have child reverse direction.

Unit: Language Arts
Area: Writing Skills

Objective (103): The student demonstrates his ability to manipulate large crayons and primary pencils to draw with.

Materials

Large crayons, primary pencils, large sheets of unlined paper, (manilla).

Teaching Strategies

Start child tracing a circle (using templates). Child then follows dots to complete a circle. Free hand circle. After free hand circle can have child turn into jack-o-lantern or face. From circles you go on to lines and help child connect these to make a picture.

Additional Resources:

Unit: Language Arts
Area: Writing Skills

Objective (104): The student can demonstrate his ability to sky write circles using each arm.

Materials

Teaching Strategies

Music.

Make a game with the children standing, imitating the teacher while she sings a song. Example: Put one arm up, bring it all around to make the letter "O" then do it for all the letters that have a circle in them. Also, draw faces in the circles with the above. We put two little circles in for the eyes, one for the nose, and a big one for his mouth because he is talking. Then rotate and use the other arm.

Unit: Language Arts
Area: Listening Skills

Objective (101): The student listens to conversations of others.

Materials	Teaching Strategies
Group, circle, two or three together.	Keep working on this in every situation during the day.
	Students sit in circle around 2 or 3 other students. Students in center talk about a subject of their choice for short period of time. Students outside circle listen quietly. Students outside tell what inside were saying. Those that were quiet and can verbalize back, move into center.

Additional Resources:

Unit: Language Arts
Area: Listening Skills

Objective (102): The student listens to music.

Materials	Teaching Strategies
Piano, radio, record player, instruments, ETV.	Talk about song. Play song, do actions.

Additional Resources:

Additional Resources:

Unit: Language Arts
Area: Listening Skills

Objective (100): The student listens to stories and poems.

Materials

Book of short poems including all types. One of longer poems telling a story. Book of short stories.

Teaching Strategies

Explain that the writer of the poems wanted to tell me something. Listen carefully. What is the idea of each poem. Show humor, pathos, beauty, etc. When children begin to enjoy this, read a longer story poem. What is the writer telling me? Show in a short story that the author is still telling me about an idea he has. Have them give some ideas and as a class make some poetry.

Additional Resources:

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (98): The student interprets pictures using one or more sentences.

Materials

~~8mm~~ projector, sound film
(10-15 min. in length).
Brevity and non-complex
subject matter important.

Teaching Strategies

Show film first with sound, focusing child's attention to visual and auditory observation by telling him questions will be asked afterward or that "we'll play a game about it." Instead, however, of asking questions in conventional manner, re-run film without sound, having children telling what they see and what was said when shown first time. Spontaneity must be encouraged.

Additional Resources:

Unit: Language Arts
Area: Listening Skills

Objective (99): The student listens to the directions given by the teacher.

Materials

Tape recorder.

Teaching Strategies

The teacher records directions for each student. When child's name is called, the child follows directions. The directions get more complicated. Can pick up various students to give directions to other students. Children listen to a story on TV (Book Fair) and are then asked questions about the story. Students who can answer questions correctly are rewarded with candy.

Unit: Language Arts
Area: Speaking Skills

Objective (96): The student interprets pictures using one word responses.

Materials

Pictures of common objects
Ex: puppy, kitty, horse,
car, bus, school, fish.

Teaching Strategies

Let each child choose a picture from among the ones listed.

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (97): The student interprets pictures using more than one word responses.

Materials

A set of a half dozen
pictures of widely
different scenes.

Teaching Strategies

Let him give first response. Ask questions:

1. What do you see in the total picture.
2. Think of another way to say what you see.
3. What are some more words that could be used.
4. Now, thinking about the words and responses, think of a very good description that uses as many ideas as possible.

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (95): The student appropriately uses manner words.

Materials

Teaching Strategies

Bulletin board on manner words. Check sheet for manner words and class.

Class discuss each manner word and appropriate time to use them. Each time it is correctly used in the room, check is placed in proper space. Appropriate tangible reward for thank you person, or please person or excuse me person, can be given after a specified length of time.

Additional Resources:

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (93): The student asks questions about a particular stimuli.

Materials

Radiometer or 5 ball pendulum or drinking bird, other eye-catching gimmick that works by itself.

Teaching Strategies

Teacher has youngsters gather around to watch something take place. Teacher says nothing. As soon as a question is raised, praise, take opportunity to make individuals aware of question asking.

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (94): The student verbally shares his concrete experiences.

Materials

Teaching Strategies

Captive audience.

There is a show and tell time in which the student will tell the class about what he has brought to school or has happened to him since he last told of his experiences. The teacher will name an object or subject and the child will tell the class what he knows about the subject. Example: How many of you know what the word picnic means? How many of you have been on a picnic? Sam could you tell us what you did on your picnic?

Unit: Language Arts
Area: Speaking Skills

Objective (91): The student verbally describes a specific object.

Materials	Teaching Strategies
Toys, ceramic objects, newspapers, magazines.	Students work with a partner. Take turns, assisting each other, describing texture, color, height, weight, size and fragrance.
M&M's	Students play game - "I'm thinking of an object". (describe it) Pupils earn M&M's by correctly waiting to respond and correctly responding.

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (92): The student verbally describes the location of a specific object.

Materials	Teaching Strategies
Toys, balloon, ceramic objects.	Students may choose partners. One student uses words, front, back, above, below, in, on, out, over, under, beneath, high, low, middle. Partner points to these locations in classroom.

Pictures of farm animals.

Sitting at a table, the class names the different animals found on a farm. The pictures are passed around for each child to identify.

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (90): The student can produce the sounds of common animals.

Materials

Teaching Strategies

Common animals (live if possible) for observation and listening.
Pictures of the above labeled by name with sentence "The _____ says _____ etc.
Auditory Training Unit of some sort with record of sounds of animals.

Introduce unit by discussing pets of children. Have them bring in pictures of their pets, or get magazine or flash card pictures. Take five animals that children are interested in and work on them for sound (assuming they know the names). Listen to record and have them name the ones they recognize. Capitalize on any idea child may have regarding sounds of the animals.

Additional Resources:

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (88): The student can name and point to body parts on someone else's body.

Materials

Chart showing body with parts labeled. Naked doll with parts written in black. Flash card with names of body written on them. Picture of life-size body.

Teaching Strategies

Show and say parts of body while pointing to them. Start with leg, arm, head, back, hand, then add different parts, up to ten, as child shows interest and/or after having mastered these. Point and say parts on a chart. Point and say parts while pointing to doll with parts labeled. Ask child to point to his own arm, to doll's arm, your arm. Name part of body while holding flash card up by it. Ask parents to cooperate by naming parts while washing.

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (89): The student can name common animals.

Materials

Pictures of pets, (dogs and cats).

Teaching Strategies

Children will tell, in a regular class situation, the pets they have in the home. Size, color and habits may be discussed by those familiar with a certain type.

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (86): The student is able to identify his classmates.

Materials

Teaching Strategies

The class.

Give children time to look over other students and friends. Give each child a chance to describe a student and have class guess the student. Pick out good points to each description to encourage others to use the points. Have a contest with two teams.

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (87): The student is able to name and point to parts of his own body.

Materials

Teaching Strategies

None

Teacher plays, Simon Says with children. Then go over this game in a different way. Simon Says - what is this. The teacher points to whatever body part he wishes the child to name.

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (8L): The student names the common actions demonstrated by members of the class.

Materials

Teaching Strategies

Word list of common actions.

Secretly tell a student an action. Ex: Run. Tell class student is going to do something and when he is through he will choose someone to tell the class what he did. Game is pantomime of actions.

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (8S): The student is able to identify himself.

Materials

Class pictures, mirror, name.

Teaching Strategies

Produce class pictures, and pictures from home with the family to see if the child can recognize himself. Put his name among others in the room. Have him look in a mirror with several other children.

Unit: Language Arts
Area: Speaking Skills

Objective (82): The student names parts of common pictured objects found within the child's environment.

Materials

Various pictures of common furniture
Ex: tables, chairs, (various types), T.V., lamps, pots, pans, utensils, cleaning tools, etc.

Teaching Strategies

Use items in classroom that are similar. Name parts then have children repeat names of these parts. Show pictures, have the children identify the whole, then point out parts, such as handle, bowl, rung, seat, back, leg, etc., If child responds correctly, reward child. If error, ask someone else, when part has been named correctly, have child repeat, continue until all parts have been covered.

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (83): The student gives the name of people with whom he is in common contact.

Materials

Old magazines, scissors, paste and construction paper.

Teaching Strategies

The child cuts out pictures to represent each member of his household. He may want to add a picture of a neighbor, teacher, policeman, etc. These are pasted on construction paper to make a poster. The identify of each is made orally according to his ability.

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (81): The student names common pictured objects found in newspapers and magazines.

Materials

Teaching Strategies

Newspapers and magazines,
marking pens, red and blue
pencils, pictures selected
from magazines and news-
papers, glued on chart.

Use magazines/pens.
Use newspapers/pens.
Students circle pictures, animals, persons, structures etc.
Students recognize objects and name the objects.

Additional Resources:

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (79): The student names common pictured objects found at home.

Materials

Peabody Kit, magazine pictures, photographs, flannel board, cut-outs, M&M's.

Teaching Strategies

Start by taking little boy on tour of his new house (ala Tricia Nixon White House tour) and as boy names an object a picture is supplied for child's visual discrimination, then other children are asked if they know what the specific object is used for and if they can demonstrate its use.
Follow up activity, name object charade; one child is given a picture of an object to pantomime. Other children guess. If unable to guess, teacher supplies picture for object identification. If guessed, teacher supplies picture for all to see and M&M's are used for correct responses.

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (80): The student names common pictured objects found outside.

Materials

Use pictures of: tree, house, store, bus, car, etc.

Teaching Strategies

Have child come to front of the room and say, "I have the picture of a/an ____". Repeat procedure until all pictured objects are named.

Unit: Language Arts
Area: Speaking Skills

Objective (77): The student names common objects found in school.

Materials

Blackboard, chalk, small sheets of paper, pencils or crayons.

Teaching Strategies

Divide the class into two groups. Alternating turns have each team go up to an object, point to it and say what it is. The teacher should write each choice on the blackboard. After all possible choices are exhausted the team that wins can be rewarded by going first to lunch, or having first choice at free time of what they want to do. For future activities have the teams switch with the list on the board. Make small signs and see if they can match the sign with the object.

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (78): The student names common objects found outside.

Materials

Leaves, sticks, rocks, glass, grass.

Teaching Strategies

Teacher announces, let's have a surprise game. Everyone is to go outside and find an object to bring back into the classroom. From this we name all objects orally. Next make labels for objects and display in classroom. Divide class into two teams. Hold up a label, the first student to place label with object gets a point. Go on through line in this manner.

Additional Resources:

Unit: Language Arts
Area: Speaking Skills

Objective (76): The student names common objects found at home.

Materials

Broom, clock, phone, chair, pots and pans, etc. Masking tape and pencil or marker, list of sentences containing common objects.

Teaching Strategies

Tape name to item and read the sentences with each of the items mentioned. As you come to item named in the sentence, introduce the object. Go thru all sentences and objects. Repeat the sentences and have the students come to the object and identify it.

Common objects found in the home, tacked up around room, M&M's.

Student chooses objects and names them as he chooses them. Receives M&M for each correct response. When an object is misnamed the student passes his turn to another person.

Additional Resources:

Additional Resources:

Unit: Language Arts
Area: Auditory Comprehension

Objective (74): The student follows simple directions provided various students recorded on listening tape.

Materials

Teaching Strategies

Recorder or cassette.

Record simple directions on recorder or cassette. Directions should be short and should be carried out with a verbal or action response such as "say your name" or "walk to the door".

Additional Resources:

Unit: Language Arts
Area: Auditory Comprehension

Objective (75): The student follows short sequences of verbal instructions.

Materials

Teaching Strategies

Student stands by desk and teacher tells him easy tasks to do. Ex: Go to the board and get an eraser. Student plays game of Simon Says with teacher, individually or in small groups.

M & M's candy.

Teacher sets certain number of M & M's (of two colors) and asks student to eat all the candy of one color in front of him. Number of candy pieces left of other color is the minuend.

Paper, pencil, objects.

The following problems are on the paper when given to pupil. Student sets out objects next to the problem. Student removes objects to demonstrate problem.

Ex: 6 Use chalkboard to illustrate each step.

$$\begin{array}{r} -1 \\ 6 \\ \hline 5 \end{array}$$

Explain each pair of subtrahends.

Try to provoke reasoning.

Additional Resources:

Unit: Math
Area: Subtraction

Objective (30): The student circles numbers to identify how many objects are in a set and is left when a subset is removed with the minuend 6 or less.

Materials

Felt board, felt animals cut out, felt number cut outs, felt circles.

Teaching Strategies

Teacher states problems to class "We have five rabbits". Places rabbits on felt board. Has student place felt circle around proper number 5. Teacher continues story and three rabbits leave. Student removes three rabbits and places circle around number that represents rabbits left. Teacher and students make up other stories and repeat procedures.

Additional Resources:

Unit: Math
Area: Addition

Objective (28): The student circles numbers to identify how many objects are in each of sets and in both sets together with sums to 6.

Materials

Students in class, camera, such as small Polaroid.

Teaching Strategies

Teacher takes picture of a certain number of students, and mounts picture on heavy paper. Teacher writes numbers under the picture showing the number of boys plus the number of girls equals a total number of children. Student must circle correct numbers.

Worksheet with pictures drawn or pictures from magazine.

Student must count objects in each set and then circle the correct numeral for the number in that set.

Additional Resources:

Unit: Math
Area: Subtraction

Objective (29): The student manipulates objects to illustrate subtraction facts with the minuend up through 6.

Materials

Quisenaire rods, popsicle sticks, concrete objects, chairs, blocks, children, etc. Use felt board, use numberline.

Teaching Strategies

Teach meaning of subtraction. Use objects to show subtraction 2 from 3, 3 from 5. Use children in line - remove and put back up to 6. 4 from 6. Write subtraction facts in both the horizontal and vertical forms on the board using action pictures to emphasize that subtraction is a separating process. After telling a number story about each picture write the subtraction fact that each illustrates. Use number line, count back.

Students in class.

Teacher asks for certain number of boys, then certain number of girls. Then teacher says of kids picked, then asks for boys to be taken away and minuend is girls left.
Ex: 6 - 4 = 2
kids boys girls

A given number of places at a table, that number of plates, cups, knives, forks, spoons, and napkins.

Setting a table. Divide into different size groups. Set places for each place table setting. Practice ~~using~~ each group can get one of each article for each person. Provide one candy bar for each student as a reward.

Additional Resources:

Unit: Math
Area: Addition

Objective (27): The student manipulates objects to illustrate addition facts with sums to

Materials

Popsicle sticks, in various colors.

Teaching Strategies

Give each student a group of popsicle sticks of one certain color. Ask (for example) for three red sticks, ask for two green sticks, then have a student count all the sticks together.

Dominoes.

Have the student count the dots on each half on a domino. Then have the student count all the dots together. Repeat using dominoes which, when the dots are counted together will produce the same sum.

Additional Resources:

Small cars (or other toy objects).

Give the child 3 cars. Say, "Here are 3 cars. How many cars?" Repeat until child gives correct answer. Use only 1, 2, 3, or 4 cars until child begins to understand the meaning of the phrase.

None, other than what the child sees in the classroom.

Teacher asks the group or an individual to tell her: 1. How many girls are in our room? 2. How many doors? 3. How many windows? 4. How many boys? 5. How many tables? desks? 6. How many clocks? 7. How many shoes? etc.

Large pictures cut from magazines and mounted on oaktag. Pictures should contain objects of interest to the child. There should be 2, 3, 4, or more of some things in the picture. You may want to use a composite of several pictures mounted on 1 piece of oaktag.

Teacher asks the child. "How many flowers do you see?" Etc.

Additional Resources:

Unit: Math
Area: Addition

Objective (26): The student associates objects in a 1 to 1 relationship.

Materials

Flannel board, felt materials, circles, and squares.

Teaching Strategies

Divide the flannel board in the middle, possibly a natural fold. Place all circles on one side and all squares on the other side in a random fashion. Have the child place one circle next to the line. As he places one circle, he must place one square even with it.

Unit: Math
Area: Numeration

Objective (24): The student identifies how many objects are in a set and writes the appropriate number.

Materials	Teaching Strategies
Blocks, pencil and paper.	The blocks will be set out on the table and the student will count them. The student will then write the number down on the paper and a new set, set out.
Class, classroom furniture, windows, etc., pencil and paper.	Separate boys and girls in the class and have children associate "boys" as a set and "girls" as a set. Then have the class count the number of the boy set and also the girl set.
Cards with sets of pictured objects to 10., pencil and paper.	How many trees do you see in the square? How many apples do you see in this square? How many children associate each group as a set, and write the number.
Additional Resources:	
Unit: Math Area: Numeration	Objective (25): The student orally responds to the question of "How many?"
Materials	Teaching Strategies
Bag of wrapped candy.	Give child 1, 2, 3 pieces of candy. Tell him to count them. Then ask "How many do you have? If he cannot tell you, count them again with him. Emphasize the last number. Say, "You have three pieces of candy. How many?" Child gives answer.

Unit: Math
Area: Numeration

Objective (23): The student orders numerals into sequence from 1 to 10.

Materials	Teaching Strategies
<p>1. Scissors, paste. 2. Sheet of paper with numbers drawn in large squares. 3. Strip of construction paper long enough for 10 numbers squares.</p>	<p>1. Students cut out numbered squares. 2. Students arrange numbers into proper sequence. 3. Students are to mark off 100 squares on strip of construction paper. 4. Students are count number of squares. 5. Pupils are to paste number into proper squares.</p>
<p>Students in class and 10 large cards with a numeral from 1 to 10 printed on each card.</p>	<p>A certain number of students (not to exceed 10) are lined up, and another student is to each child a card with a numeral on it, such that the numerals are ordered.</p>
<p>Flannel board, 10 felt squares, each a different color. 1-10 felt numerals, each a different color, but corresponding to a color of the squares.</p>	<p>Felt squares are placed on flannel board in a left to right order of 1-10. Student will match color of numeral to color of square, with result being a sequenced order of numerals from 1 to 10.</p>

Additional Resources:

Additional Resources:

Unit: Math
Area: Numeration

Objective (22): The student writes the numerals 1 to 10 going from left to right on an ordered set of pictures.

Materials

Teaching Strategies

Ditto papers with sets of ordered pictures, i.e., order of things done when getting ready for school, wash face, brush teeth, comb hair, etc.

Teacher goes over all the pictures on the sheet emphasizing the pictures are in order beginning from the X on the left side of the page to O on the right side. Begin writing numbers 1 thru 10 with the picture at the X and ending with 10 on the picture near the O.

Pictured sets of objects.

Assemble sets representing familiar objects, arranging the sets left to right. The student can count the number of objects in each set by establishing a 1-1 correspondence between an object and its number, writing the cardinal number of the set below.

Provide pupils with an ordered set of 10 pictures. Draw a number line. Arrows show that numbers go from left to right. Explain directional arrows. Pupils reproduce the number line. Pupils number and arrange the pictures using the number line.

Additional Resources:

M & M's work well if available. Sets may be assembled with different colors. Pennies or other small objects familiar to student may be used.

Using objects given to the student, assemble sets, asking the student to write the number corresponding to the cardinal number of the set.

Chart showing number, number word and a set for each number 0-10. Dittied sheet with numbers in sequence and some numbers missing from sequence.

Chart Purpose, to recognize the numbers and words from one to ten and to understand the meaning. Have students write in missing numbers.

Additional Resources:

Unit: Math
Area: Numeration

Objective (21): The student identifies which objects are the larger or smaller in a set.

Materials

Assorted sized balls,
Assorted sized square
blocks. Assorted sized
mixed objects.

Teaching Strategies

Set out assorted sized balls. Review largest, Smallest and have a student pick largest, smallest. Introduce larger by having student pick any ball and show balls that are larger than selected ball. Repeat with term smaller.

chalkboard.	Number sequences are placed on blackboard with missing numbers. Teacher reads number sequence leaving number out. Student tells what number is missing.
Record "Ten Little Indians" Record player, cardboards (10) with each 1-10.	1. Children line up, and are given cardboard number. 2. Listen to record and steps out to front when number heard. 3. Stop record - call two numbers one with number in between step out. 4. Exchange numbers with children.
Additional Resources:	
Unit: Math Area: Numeration	Objective (20): The student writes the numerals 1 to 10.
Materials Dittoed sheet for each number 0-9. Each sheet consisting of sets for that number, the cardinal number, the cardinal number with arrows showing direction for writing number and practice lines for tracing number and space for writing the number.	Teaching Strategies After choosing a specific number, students work through specific work sheet, counting objects in each set and pointing to cardinal number. Student with teacher's help demonstrate on board how to write that number. Students skip write number. Students write number on paper and work through examples of that number. Count a set, write the number.
	The teacher records the numbers of the children to listen to. The teacher then calls attention to the formation of the figures, such as where he begins to write them and where he ends them.

Unit: Math
Area: Numeration

Objective (18): The student locates which object is next to or beside an object.

Materials

Teaching Strategies

Dittoed sheet using pictured combinations of apples, bananas, lollypops and jelly beans.

In the following exercise, alternate between use of the terms next to and beside; ask the student to name the objects used. 1. What is beside the apple? 2. What is beside the lollypop? 3. What is next to the banana? 4. What is next to the apple? 5. What is next to the lollypop? 6. What is next to the apple? 7. What is next to the lollypop?

Additional Resources:

Unit: Math
Area: Numeration

Objective (19): The student tells what number comes before or after a given number or in between two numbers with numbers up to 10.

Materials

Teaching Strategies

Individual number blocks or cards.

Student is given a set of specially prepared blocks. Each block marked off in squares in sizes 1 to 10. By using these blocks, the student is taught to recognize the relationship between relative size and number value. The student is instructed to place the blocks in sequence 1 to 10 by size with the numbers not showing, then again with the numbers showing. The student is then instructed to pick out numbers at random.

Individual number cards.

Student is given two lines of numbers. The first line are the odd numbers. The second line are the even numbers. The student is then instructed to fill in the blank spaces thus using the first line to help fill in the bottom line and the bottom line to help fill in the first line. After practice at this method certain other numbers are omitted to increase of recall by the student.

Additional Resources:

Unit: Math
Area: Numeration

Objective (17): The student identifies which of two sets has one more or one less than the other set.

Materials

Make use of match sticks or counting sticks; could use construction paper and cut out units that could make sets.

Teaching Strategies

Have other student or teacher help child to lay out the sets, using suggested materials. Child will identify by vision which of two sets has 1 more and 1 less.

Additional Resources:

Additional Resources:

Unit: Math
Area: Numeration

Objective (15): The student orders sets of pictured objects into a sequence from 1 to 10

Materials

Teaching Strategies

10 groups of pictured objects ranging from 1 - 10 in number on individual cards, masking tape, timer.

Have children arrange cards from 1 to 10. Taping them up to display them in sequence. activity can be done in small groups competing against the clock.

Additional Resources:

Unit: Math
Area: Numeration

Objective (16): The student identifies non-equivalent sets of up to 10 objects and indicates which has more or less.

Materials

Teaching Strategies

Dittoed sheet with pictured sets.

Given paper with similar sets, pupil will put X on set with more in one group and O on set with less in another group.

Any hand manipulative objects able to be counted.

Teacher or pupil may group objects into sets and tell which has more or less.

Manipulative counting materials, crayons, beads, sticks, cards with numbers 0-10.

Given groups of objects pupil will match card numbers with correct group.

Additional Resources:

Unit: Math
Area: Numeration

Objective (14): The student constructs a set that contains as many objects as a given number.

Materials

Teaching Strategies

Pegboard and pegs.

The teacher will call out a specific number and have the students construct a set of that number with the pegs.

Colored beads and shoelaces, set of numbers.

Teacher holds up a number, pupils are told a color and then place that many of that color of beads on the string.

Popsicle sticks, or other small objects.

Teacher will say: Count out 10 sticks. Show me how many sticks make 5. Pick up the number of sticks that tells how many eyes you have. Hand me the number of sticks that tells how many flags are in the room.

Additional Resources:

Unit: Math
Area: Numeration

Objective (12): The student identifies the empty set and the set with the zero number.

Materials	Teaching Strategies
Sets of pictured items, numbered cards 0 - 10.	Given several sheets of pictured items on paper and number cards, child will match numbe
Crayons, sticks, counting objects, cards with numbers to 10.	Group any of counting objects leaving an empty place for the empty set. Student will ma

Additional Resources:

Unit: Math
Area: Numeration

Objective (13): The student matches a set of objects to its numeral.

Materials	Teaching Strategies
Dittoed sheet using sets on one side of paper and numbers on other side.	Given paper with sets and numbers, pupil will draw lines from correct set to number.

Assorted objects, cardinal numbers to 10 cut out of cardboard.	Have set of objects out on table. Have pupil come up and count objects and pick out correct cut out number.
Paper plates and colored objects, sets of numbers.	Paste objects on paper plates and make several of each set of numerals from 1 - 10. Student will select a plate of objects and correct number to match.
Additional Resources:	
Unit: Math Area: Numeration	Objective (11): The student locates which objects are before, after or between other objects.
Materials	Teaching Strategies
Assorted objects set out in line on table.	Student names the objects going from left to right. Teacher introduces word before and cites an example. Teacher calls an item and student calls out object that is before teacher object. Repeat with after. Repeat with between. Teacher mixes question with three examples.
Class of children.	Playing the game of Simon Says, using terms between, before, and after to identify who is to be doing what. Simon says for the person after Johnnie to put his hand on his head.

Pocket chart with pipe cleaners or other small sticks.

Arrange pipe cleaners in pocket charts so equivalent sets from 1 to 10 are visible. Have student choose equivalent sets from pocket chart.

Pictures of groups of objects from 1 to 10. These can be obtained from periodicals, or popsicle sticks, or counting blocks.

Arrange pictures or objects of equivalent sets of objects from 1 to 10 on a flat surface.

Pictured objects on dittoed sheet such as chicks and ducklings etc. in 1 to 1 correspondence with yes and no for each frame of pictures.

Ask the children to look at the first frame. Ask "Do the sets match one-to-one? Do they have the same number of ducks and ducklings?" Drawing a line from left to right connecting a duck to a duckling shows the same amount. Direct the children to circle the correct answer yes or no. Instruct the children to complete the other frames.

Additional Resources:

Unit: Math
Area: Numeration

Objective (10): The student identifies the cardinal numbers to 10, of structured groups.

Materials

Flannel board, flannel board objects, flannel board numbers.

Teaching Strategies

Example: Show the child three of the same objects, then show him three different objects. Tell him they are both three. Then ask the child to show you three objects. Then have show you three different objects. Are they both three? Yes - put the number 3 over the objects.

Additional Resources:

Unit: Math
Area: Numeration

Objective (8): The student counts orally 1 to 10 objects by pointing to the objects and saying the number.

Materials

Teaching Strategies

10 groups of objects ranging from 1 to 10 in number.

Have children identify sets with objects numbering 10 or less.

Flannel board and felt objects.

Arrange objects on flannel board in groups of 1 to 10. Have student point to each group and respond orally by counting each object in the group.

Additional Resources:

Unit: Math
Area: Numeration

Objective (9): The student matches equivalent sets of objects to 10, in a 1 to 1 relationship

Materials

Teaching Strategies

Sets of objects ranging from 1 to 10. Objects can be cut from magazines and newspapers and pasted on paper plates.

1. Have children match objects in sets on a 1 to 1 relation. Ex: Duck with a duckling to see if sets are equal.

Crayons, Dittoed sheet consisting of designs having something inside and something outside.

The teacher asks the student to mark with a red X the square that is outside the circle also mark with a blue X the square that is inside.

Additional Resources:

Unit: Math
Area: Numeration

Objective (7): The student when presented with the numerals 1 to 10 in order, reads them orally.

Materials

Teaching Strategies

Blackboard and chalk.

The teacher writes the numerals on the board 1 to 10 in order and the student reads them orally to her.

Flash cards.

Teacher flashes numeral cards 1 to 10 and student repeats orally as they are being flashed.

Math textbook.

Teacher asks the student to read numerals 1 to 10 from printed page of textbook.

Number line, ruler or yardstick, counting cubes.

Let student hold ruler or number line and put his finger on the correct number as you call them.

Additional Resources:

Unit: Math
Area: Numeration

Objective (6): The student identifies which objects are in or out of a specific location.

Materials

1 cardboard carton for each child.

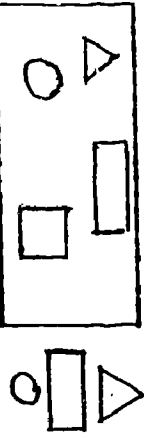
Teaching Strategies

Children stand with boxes in front of them. Teacher gives either individual or group commands: stand in your box. Sit out of your box. Jump in your box. Jump out of your box. Later, let a child give the commands.

Box, Assorted objects.

1. Place some of the objects in the box, some out of the box. The teacher asks the child "Where is the ball?"
2. Teacher instructs the child to put the car in the box; the ball out of the box, etc.

Various sized and shaped objects that student can place in their proper location (such as squares, circles, triangles)



Groups of letters and numbers that student can move around and place in proper sequence.

By handling and moving objects student will be able to place them in their proper location. With geometric figures student will be able to put them in proper place on board as with a jigsaw puzzle. With groups of letters and numbers students will place them in alphabetical or chronological order. Teacher will place items in random order and student will be able to identify items out of place.

Additional Resources:

Unit: Math
Area: Numeration

Objective (5): The student locates which object is on, over, or under another object.

Materials

Teaching Strategies

None

Teacher instructs children to put their hands under their chin; over their head; behind their back; on their knee; under their foot; over their shoulder; on their shoulder. Another day, let one of the children give directions using on-over-under.

Table, box, teacher made puzzle will allow students to put an object on, over and under a table.

With teacher first demonstrating. Student is allowed to place box under and on the table. Box can either be held over the table or hung by means of a rope and pole arrangement. Student is allowed to work by himself with the puzzle.

Toy cars, shoe box garage.

1. Instruct the child to place the car on the garage; hold it over the garage; under the garage.
2. Teacher holds a car on, over or under the garage. Child tells the teacher where the car is

Dittoed sheet with assorted pictures.

The teacher asks the student to make an X on the desired object on, over, or under another object.

Additional Resources:

Unit: Math
Area: Numeration

Objective (4): The student counts orally from 1 to 10.

Materials

Small assorted toys, at least 10.

Teaching Strategies

Tell child he can play with as many of the small toys as he can count. If he is just beginning to learn to count, tell him he can play with 2 objects if he will take 2 objects out of the box. As he becomes more proficient, encourage him to count out 3 - 4 - 5 - - - 10 objects. Be sure to let him play with the objects he counts out. Also, vary the toys from day to day.

Pieces of wrapped candy, at least 10.

Give the child the pieces of candy. Ask him to count them. If he can correctly count all 10, give him 1 piece as a reward. NOTE: Begin with 2 or 3 pieces of candy. As the child learns to count, the teacher increases the number of pieces gradually to 10.

Popsicle sticks.

The teacher or the student places the sticks in order while the student counts orally from 1 to 10. (any small objects may be used).

Crayons or paper clips, other objects.

The teacher asks the student to place the crayons, 1 by 1 in the box and count orally from 1 to 10 while he does this.




Groups of items, containing 10. Ex: paper plates, balls, bottle caps, soda bottles, milk cartons, toys, etc.

Student will be instructed to select ten like objects from a large bag or box. When asked, student will then count the number of items when they are assembled together.

Additional Resources:

Unit: Math
Area: Numeration

Objective (3): The student identifies the top and bottom of objects.

Materials	Teaching Strategies
Pegboards, colored pegs.	The teacher will call out or show a colored peg and ask the students to place the pegs at the top or bottom of the pegboard.
Larger toys, car, house (made from shoe box) box (with lid) doll, train.	Hand the child a toy and direct him to put his hand on the <u>top</u> of the house, on the <u>bottom</u> of the box, etc.
1. Draw large pictures of toys animals, or other objects of interest on 12 x 18 sheets of manila. Put 1 object on each sheet. 2. Small  ,  ,  's cut from construction paper. 3. Masking tape.	Tape the pictures in a row along the chalk ledge or wall. The teacher gives the child a small shape with tape rolled on the back of it. He instructs the child to put the triangle on top of the ball; or put the square on the bottom of the glass, etc.
Classroom	This activity should show how well the children understand the words top and bottom. Place cards on various objects in room to show its top and bottom. Place these several days prior to class discussion. Discuss what top and bottom mean. Show examples in class using the labels first (i.e., top, bottom of bulletin board) then ask the children to give examples.
Dittoed sheets using pictures of objects.	The teacher asks the student to make an X on either the top or bottom of each object.

Additional Resources:

Unit: Math
Area: Numeration

Objective (2): The student identifies which object is the largest and smallest of a set.

Materials	Teaching Strategies
<p>Assorted objects, pencils, beads, erasers, marbles, etc. 2 boxes.</p>	<p>Teacher directs youngster to pick up any two objects and compare them according to size and place the largest in one box and smallest in another box.</p>
<p>1. Cut 2 sizes of fish from assorted colors of construction paper. 2. Paste each fish on a 6"x4" piece of oak tag. (opt) (Make at least 5-6 of each size fish). 3. Color a fish bowl on each of 2 large pieces of manila.</p>	<p>Tell the child that you want him to put the fish into a fish bowl, but he cannot put the big fish and little fish together because the largest fish will eat the smallest fish.</p>
<p>Tray, assorted objects, at least 3 of each, all a different size. Ex: balls, cars, sticks, rocks.</p>	<p>Place objects on the tray. Direct the child to take the largest ball, or the smallest rock, etc.</p>
<p>Dittoed sheet with pictured objects using two objects per line of different size.</p>	<p>The teacher will ask the student to make an X on the desired object.</p>

Unit: Math
Area: Numeration

Objective (1): The student identifies which objects are the same or different.

Materials	Teaching Strategies
Assorted objects with half of them duplicated. Marbles, blocks, beads, combs, etc. 2 boxes.	The objects will be placed out on the table. The student will be asked to pick up one object. The student will locate in the pile another object the same as the one he holds. If he can't locate a same, locate a different. Student put paired objects into one box unpaired object into second box. Repeat until all objects have been used.
Sets of individual numbers.	The teacher holds up a number and the individuals sort through their numbers and find the same one and hold it up.
Assorted small animals - 2 of each (identical).	Place 3 or 4 different animals in front of child. Hold up an animal which matches one of the animals in front of the child. Say, "Find one like this. Find one that is the same." After the child finds correct animals, have him say, "They are dogs. They are the same."
Tray, cloth bag, assorted sets of objects - 2 identical objects in each set.	Place half of the objects on the tray. Place identical half in the cloth bag. Direct student to draw one object from bag. He then finds one which is the same as the one he took from the bag.
Paper clips, crayons, pencils, tacks, etc.	The teacher places two or more objects in rows on a table top and asks the student to show her which rows are the same and which are different.
Dittoed sheet with pictured objects: three objects per line two objects the same, one different.	Teacher asks the student to make an X on each row where the things are the same and a check ✓ on each row where the things are different.

EXCEPTIONAL CHILD EDUCATION PROGRESS REPORT --- MATHEMATICS CURRICULUM

LEVEL A

Pupil's name _____

B.D. _____

Skill Area

Specific Objectives

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Numeration																									
Addition				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Subtraction			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

MATH

Level A

Numeration

The student:

1. 1. Identifies which objects are the same or different.
2. 2. Identifies which object is the largest and smallest of a set.
3. 3. Identifies the top and bottom of objects.
4. 4. Counts orally from 1 to 10.
5. 5. Locates which object is on, over, or under another object.
6. 6. Identifies which objects are in or out of a specific location.
7. 7. When presented with the numerals 1 to 10 in order, reads them orally.
8. 8. Counts orally 1 to 10 objects by pointing to the objects and saying the number.
9. 9. Student matches equivalent sets of objects to 10, in a 1 to 1 relationship.
10. 10. Identifies the cardinal numbers to 10, of structured groups.
11. 11. Locates which objects are before, after or between other objects.
12. 12. Identifies the empty set and the set with the zero numeral.
13. 13. Matches a set of objects to its numeral.
14. 14. Constructs a set that contains as many objects as a given number.
15. 15. Orders sets of pictured objects into a sequence from 1 to 10.
16. 16. Identifies non-equivalent sets of up to 10 objects and indicates which has more, or less.
17. 17. Identifies which of two sets has 1 more or 1 less than the other set.
18. 18. Locates which object is next to or beside an object.
19. 19. Tells what number comes before or after a given number, or in-between two numbers with numbers up to 10.
20. 20. Writes the numerals 1 to 10.
21. 21. Identifies which objects are larger or smaller in a set.
22. 22. Writes the numerals 1 to 10 going from left to right on an ordered set of pictures.
23. 23. Orders numerals into sequence from 1 to 10.
24. 24. Identifies how many objects are in a set and writes the appropriate number.
25. 25. Answers the question of "How Many" for sets of objects up to 10.

Addition

The student:

26. 1. Associates objects in a 1 to 1 relationship.
27. 2. Manipulates objects to illustrate addition facts with sums to 6.
28. 3. Circles numbers to identify how many objects are in each of two sets and in both sets together with sums to 6.

Subtraction

The student:

29. 1. Manipulates objects to illustrate subtraction facts with the minuend up through 6.
30. 2. Circles numbers to identify how many objects are in a set and what is left when a subset is removed with the minuend 6 or less.

Additional Resources:

Unit: Language Arts
Area: Writing Skills

Objective (120): The student is able to identify his left side and his right side.

Materials

Record and record player.
Activities or games
designed to refer to
right and left directions.
Filmstrip.

Teaching Strategies

Using a simple record and filmstrip to teach right and left directions for introduction.
Teach child a song that commands child to follow directions of right and left.
Ex: Hokey Pokey
Game: giving child commands. Ex: turn to your left and pick up a pencil. Continue to reinforce child during the week on establishing his right and left side. Ex: Ask students as a group to move chairs to left side of room.

Additional Resources:

Additional Resources:

Unit: Language Arts
Area: Writing Skills

Objective (118): The student demonstrates his ability while blindfolded, to match an object being held in one hand, with his other hand.

Materials

Blindfold, five objects of the same kind but different sizes (of a large degree).
Ex: five blocks.

Teaching Strategies

Blindfold the child. Place a block in his hand and tell him there are five other blocks in front of him which only one is of the same size. As he holds the given block, ask him to select the matching one.

Additional Resources:

Unit: Language Arts
Area: Writing Skills

Objective (119): The student demonstrates his ability while blindfolded, to trace with his finger, over raised or depressed letters, designs or figures.

Materials

Clay forming raised letters of alphabet or designs.
Plastic letters, clay, rolled out, with letters of alphabet carved in it.

Teaching Strategies

Have student, while blindfolded, trace over all raised clay letters or designs, plastic letters (raised) and carved letters (in clay). Teacher notes if student stays on or in the surface of the letters or designs.

Additional Resources:

<u>Additional Resources:</u>	
Unit: Language Arts Area: Writing Skills	Objective (116): The student, while blindfolded, will select a named object with the hand of his choice, from various assorted objects.
Materials	Teaching Strategies
Blindfold, five objects such as: block, ball, cup, glass, jar etc.	Blindfold child before placing the 5 objects before him. After placing them, tell the child they are there and ask him to hand you a specified object. After he does, replace it, and ask for another. Objects can be shuffled.
<u>Additional Resources:</u>	
Unit: Language Arts Area: Writing Skills	Objective (117): The student while blindfolded, names an object he picks up with the hand of his choice.
Materials	Teaching Strategies
Assorted common objects, cardboard box with small openings (Feely Meely Box), blindfold, M&M's.	Show student objects. Blindfold, place objects in box. Have student reach into box feeling his way and pick an object he can identify. While blindfolded, name it, if correct, reward. Child continues until he has named as many objects as he can, an M&M for each correct response.

Unit: Language Arts
Area: Writing Skills

Objective (114): The student demonstrates his ability to recognize his name lettered on tagboard.

Materials

Tagboard, sandpaper, child's picture.

Teaching Strategies

First allow the child to feel his name using sandpaper as a tactile sense. His picture is shown next to his name. Next the child should be able to know his name using sandpaper with out his picture next to it. The name with sandpaper should be used to refer to the child throughout the classroom. Example: name chart, height, weight chart, on his desk, or assigned tasks. Finally print the child's name on tagboard in place of sandpaper cards. Print child's name in groups and ask child to pick his name.

Additional Resources:

Unit: Language Arts
Area: Writing Skills

Objective (115): The student demonstrates his ability to assemble simple inlaid puzzles.

Materials

3 puzzles, all simple but of increasing ability as one with 3 pieces another 5, another 7.

Teaching Strategies

Show the easiest puzzle to the child in completed form. Disassemble the puzzles and mix up the pieces. Have him then work the puzzle. Repeat with the next 2.

Unit: Language Arts
Area: Writing Skills

Objective (112): The student demonstrates his ability to color lined pictures and stay within the lines.

Materials

Mimeographed pictures of simple designs.

Teaching Strategies

Child uses crayons and is told to outline picture first and then try to stay within the lines that he has made.

Additional Resources:

Unit: Language Arts
Area: Writing Skills

Objective (113): The student demonstrates his ability to trace over line and dotted lines placed on paper.

Materials

Paper with dotted horizontal and vertical lines.
Paper with solid horizontal and vertical lines,
crayon or colored felt pen.

Teaching Strategies

Have child trace the solid and dotted lines. Call attention to staying within the boundaries of the lines.

Additional Resources:

Unit: Language Arts Objective (110): The student demonstrates his ability to trace over straight lines on the
Area: Writing Skills blackboard.

Materials	Teaching Strategies
Colored chalk, blackboard.	Teacher should place 5 straight lines of different length on the blackboard with 1 color of chalk. Child should be given another color of chalk and instructed to trace over the 5 lines.

Additional Resources:

Unit: Language Arts
Area: Writing Skills

Objective (111): The student demonstrates his ability to trace curved lines on the blackboard.

Materials	Teaching Strategies
Blackboard, chalk, eraser.	Teacher-made lines on board. Child traces teacher's curved lines, until masters one sweeping motion. Child then instructed to reproduce own curved line under teacher's example. Child then encouraged to produce curved line on his own with no example.

Additional Resources:

Unit: Language Arts
Area: Writing Skills

Objective (108): The student can identify by pointing to the top of a piece of paper and the bottom.

Materials

Teaching Strategies

Two types of paper. Lined and unlined.

After an explanation of how to tell the top of a lined and unlined paper, the child should be given one of each and be instructed to point to the top of each.

Additional Resources:

Unit: Language Arts
Area: Writing Skills

Objective (109): The student can identify by pointing, the left side and right side of a piece of paper.

Materials

Teaching Strategies

Blackboard, paper.

Teacher draws large square on board representing paper and identifies left and right sides. Then uses informal drill relating left and right to students by involving them in responding to questions of left - right orientation. Generalize this discrimination of left and right to piece of paper.

Additional Resources:

SOCIAL STUDIES

Level A

Self

The student:

1. 1. can tell his full name and age.
2. 2. can recognize his printed name from a series of printed names.
3. 3. demonstrates his ability to put on and take off clothing.
4. 4. demonstrates his ability to fasten and unfasten hook and eye, buttons, snaps, and zippers.
5. 5. demonstrates his ability to lace and tie his shoes.
6. 6. demonstrates his ability to distinguish between his personal possessions and those of others.
7. 7. demonstrates his ability to take care of his personal possessions.
8. 8. demonstrates his ability to correctly use the bathroom facilities.
9. 9. demonstrates his ability to keep himself clean, without being reminded.
10. 10. demonstrates his ability to eat in a socially acceptable manner.
11. 11. names and identifies pictures of the emotions fear, anger, sadness, happiness.
12. 12. names two things which make him sad, happy, angry, or afraid.
13. 13. demonstrates his ability to conform to simple rules established for the individual and/or group.

Home

The student:

14. 1. can say his address from memory.
15. 2. can identify the people who make up a family.
16. 3. can identify some of the duties of each family member.
17. 4. can tell the kinds of work his parents perform.
18. 5. can identify the various rooms found in a house.
19. 6. can answer the phone by saying, "Hello, this is _____".
20. 7. demonstrates his ability to get the telephone operator by dialing "0".
21. 8. can name two occasions when he should dial the operator.

School

The student:

22. 1. can identify his teacher by name.
23. 2. can identify his school by name.
24. 3. can name some of the major functions of his teacher.
25. 4. can name his classmates.
26. 5. demonstrates his ability to keep materials, other than food, out of his mouth.
27. 6. demonstrates his ability to follow simple directions.
28. 7. demonstrates his ability to be attentive when someone is speaking or performing.
29. 8. demonstrates his ability to complete a simple task which he starts.
30. 9. demonstrates his ability to cooperate with others in the completing of a group task.

31. 10. demonstrates his ability to find a toy to play with during free time.
32. 11. demonstrates his ability to put away his work and play materials, with only an occasional reminder.
33. 12. demonstrates his ability to use school property without destroying it.
34. 13. demonstrates his ability to name by number and driver his school bus.
35. 14. demonstrates his ability to locate and board his school bus by himself.
36. 15. can name some of the important bus rules.
37. 16. demonstrates his ability to locate major rooms in his school.
38. 17. can identify by name some of the major school personnel, and at least one thing which each does.
39. 18. can identify by name the major furnishings and equipment found in his classroom.
40. 19. demonstrates his ability to purchase his own lunch ticket.
41. 20. demonstrates his ability to eat in the lunchroom without disturbing others.
42. 21. demonstrates his ability to share and take turns in directed group activities.
43. 22. demonstrates his ability to accept praise and/or criticism in a socially acceptable manner.
44. 23. demonstrates his ability to play with others in a socially acceptable manner.

Neighborhood

The student:

45. 1. can name the streets nearest his home.
46. 2. can describe the location of the nearest grocery store and drug store to his house.
47. 3. can name some of the vocational facilities in his immediate community, such as gas station, beauty shop, etc.
48. 4. can describe what to do if lost.
49. 5. identifies and names pictures of policeman, mailman, fireman, doctor, nurse.
50. 6. identifies at least one job performed by a policeman, mailman, fireman, doctor, and nurse.
51. 7. can name the location where one finds a policeman, fireman, mailman, doctor, and nurse.
52. 8. demonstrates proper behavior in situations such as being confronted by strange animals, people, offers of gifts and rides.
53. 9. can describe the proper care to be given to the property of others.
54. 10. associates red with stop, and green with go, when he sees a traffic light.
55. 11. identifies by name some traffic signs.

Nation

The student:

56. 1. demonstrates his ability to show proper respect to the flag.
57. 2. can name the President of the United States.
58. 3. can identify the major holidays.
59. 4. can name some historical persons.

Vocational Orientation:

The student:

60. 1. demonstrates his ability to perform daily chores in the classroom.

61. 2. demonstrates his ability to complete a task as assigned.
62. 3. demonstrates his ability to cheerfully perform assigned tasks.
63. 4. demonstrates his ability to return materials and equipment to their proper place, after completion of a task.
64. 5. can name some people that work, and the kind of work they do.
65. 6. can identify common tools of work, such as a hammer, broom, vacuum cleaner, stove, etc.
66. 7. demonstrates his ability to role-play people who perform common jobs.

Pupil's Name

B.D.

Specific Objectives

[illegible]

Unit: Social Studies
Area: Self

Objective (1): The student can tell his full name and age.

Materials	Teaching Strategies
Tape recorder.	Give the child the sentence pattern, "My name is _____. The child says the sentence and records it. The tape is then played back and the child listens to see if he can understand it. Repeat for the sentence pattern, "I am _____ years old."
Language Master, individual class members own extra long language master card.	Pre-record a card for each class member. My name is _____. Provide opportunities for individuals to listen to their own card. Have individual repeat his card after hearing it. When proficient, teacher collects cards and plays them one at a time as student hears his he stands up and repeats his card. Repeat until individual knows and can say his name. Repeat procedure for age-on individual cards record correctly, I am _____ years old.

Additional Resources:

Objective (2): The student can recognize his printed name from a list of printed names.

Materials	Teaching Strategies
Masking tape, felt marker, usual classroom personnel, possessions, pencils, books, desk, chair.	Put student's name on all his possessions so he is continuously exposed to "his" symbol (or name). Have child help make these labels by having him hold on to the marker and you guide the writing in order to include the Fernald-kinesthetic technique.

name label made of tag
covered with plastic,
items, candy, etc.

label to the label on the possession.

storage space (can be a
box or shoe box, book
shelf, etc.) masking tape
and marker.

Give the child his own storage space marked with his name for him to use. (Have him match name on item to shelf at first).

name card on tag board
covered with plastic, may
be used to clue via different
color markers or paper.

Write his name on a card (perhaps it may need a color clue at first which is later dropped) and use it to denote who may line up, etc.

chalkboard, chalk.

Write a list of names on the board starting with a short series of other student's names which are quite dissimilar and point to the child's name when it is his turn to perform a desired task.

Additional Resources:

Unit: Social Studies
Area: Self

Objective (3): The student demonstrates his ability to put on and take off clothing.

Materials

coat for each child.
seater.
socks and socks.

Teaching Strategies

Have a lively discussion with group about dressing by oneself. If there is a child who can put his own coat on, let the child demonstrate to the class. Then let each child, one at a time, try to put on his coat. If he needs some help, let a child help him. Then,

repeat using a sweater. Repeat procedure with the shoes and socks.

Additional Resources:

Unit: Social Studies
Area: Self

Objective (4): The student demonstrates his ability to fasten and unfasten hook and eye, buttons, snaps, and zippers.

Materials

Teaching Strategies

Old shirts, dresses, slacks, etc. (adult size)

Place items on a table and let children experiment and play with the clothes. Encourage them to use the buttons, zippers, hooks and eyes, etc.

Button, zipper, snap, hook and eye, board.

Have board available for individual to practice with these four items. Children repeat procedures until proficient.

Additional Resources:

Social Studies
Area: Self

Objective (5): The student demonstrates his ability to lace and tie his shoes.

Materials

Several old pairs of adult shoes which lace. (larger size is easier for child to manipulate).

Teaching Strategies

The student removes the laces from a shoe and then places the shoe on his foot, shoe. With or without teacher assistance, the child laces the shoe and then ties

Additional Resources:

Unit: Social Studies
Area: Self

Objective (6): The student demonstrates his ability to distinguish between his personal possessions and those of others.

Materials

One item from each child, shoe, sock, headband, shirt, etc. (even a toy which the child has brought in.)

Teaching Strategies

Let each child look at and hold his item. The teacher then places the items on a table. The children go, one at a time, to the table and find their own item. (The teacher may want to place some extra items with the others on the table). Repeat procedure leaving items off of pile so that individual sometimes has nothing on the pile.

Additional Resources:

Unit: Social Studies Area: Self	Objective (7): The student demonstrates his ability to take care of his personal possessions.
Materials	Teaching Strategies
An area in the room designated as a place for students' belongings.	The teacher instructs the child to place his belongings in the designated place each day.
A shoe box or cigar box for each student.	The child is instructed to keep his school crayons, pencil and eraser in the box. In addition, he is to place any small personal possessions in his box during the school day.
Additional Resources:	
Unit: Social Studies Area: Self	Objective (8): The student demonstrates his ability to correctly use the bathroom facilities.
Materials	Teaching Strategies
None	Discuss with the group the importance of using the toilet, flushing it, and then washing hands; stress how odors and germs can be unpleasant and unhealthy. Later before going to lunch or outside, give each child an opportunity to go to the bathroom. When he comes out, he is to tell the teacher what he did first, next, etc. Teacher checks bathroom to see that it was used properly.

Additional Resources:

Unit: Social Studies Area: Self	Objective (9): The student demonstrates his ability to keep himself clean without being reminded.
Materials	Teaching Strategies
Bathroom sink, soap.	Have demonstration and discussion about clean hands. Show children how to use powder soap. Talk about importance of clean hands. Set aside a time every day for the child to wash his face and hands. (Before lunch or after outside play is a good time). Encourage children to wash their hands whenever they become excessively dirty.
Cleanliness check sheet, M & M's.	Teacher may want to check hand and face in morning and afternoon and record on check sheet times individual was clean; at the end of week reward with M & M's, one each for each check mark for week.
<u>Additional Resources:</u>	

Social Studies
Area: Self

Objective (10): The student demonstrates his ability to eat in a socially acceptable manner

Materials	Teaching Strategies
None	Before going to lunch, have a discussion with the class on how to sit at the table and use silverware. Tell them they are to practice good manners at lunch that day. Go to lunch and afterwards discuss the group's behavior. Emphasize the positive. Suggest ways to improve the negative.

Additional Resources:

Unit: Social Studies Area: Self	Objective (11): The student names and identifies pictures of the emotions fear, anger, sadness and happiness.
Materials	Teaching Strategies
Chalkboard, crayons, paper and pencil.	Through pantomime the children were given the opportunity to develop some insight into the nature of emotional "feeling" such as fear, happiness, sadness, and anxiety. After a list has been developed, various members of the class choose a particular emotion and demonstrate the feeling through the use of expressions and actions.

Unit: Social Studies Area: Self	Objective (12): The student names two things which make him sad, happy, angry or afraid.
Materials Ball, paddle, sad picture, broken toy, Halloween mask.	Teaching Strategies Use an object to represent a short story. Example: it was Susie's birthday. On her bed she found a present. She opened it up and found a ball. Lead off with questions, how did Susie feel? How would you feel if you had a new ball? What else would make you happy? Continue telling a short story about each object. Follow with questions and discussion.
Additional Resources:	
Unit: Social Studies Area: Self	Objective (13): The student demonstrates his ability to conform to simple rules established for the individual and/or group.
Materials Opaque projector, Holiday pictures from magazines, etc. Paint, brushes, scissors, construction paper, paste, poster board.	Teaching Strategies Referring to the culminating activity mentioned in S-SAS9, rules are set up in which each student is given a specific task to perform individually or as a group. A poster board containing names and tasks could be posted near the project with criteria indicating each child's conformity to rules.

Additional Resources:

Unit: Social Studies
Area: Home

Objective (14): The student can say his address from memory.

Materials

1 cut out house for each child. Write address of child on house. 1 piece of paper with address for each child.

Teaching Strategies

Place cut out houses on chalk ledge. Let each child take a turn to deliver "mail" to correct house. As mail is delivered child reads address. Repeat procedure until student can give address first by himself then go and put it up on correct house.

Language Master, individual extra long cards.

Pre-recorded card for each individual. My address is _____. Provide opportunities for individuals to listen to their own card. Have individual repeat his card after hearing it. When proficient, teacher collects cards and plays them one at a time. Repeat until individual can give his address when asked.

Additional Resources:

Objective (15): The student can identify the people who make up a family.

Materials	Teaching Strategies
One large house from 12" x 18" manila paper, 1 for each child.	Discuss family members with group. Then each child draws a picture on his paper to represent each family member. After coloring experience, each child names the people in his house.
Book: Eastman, P.D. Are You My Mother? Random House, 1960.	Read the story to the class. Ask if any of the children have lost their mothers. Role play the story.
Book: Reim, Jerrold. Too Many Sisters. Gordon & Co., 1956.	The life of a boy with three sisters is a story which can be used to stimulate a conversation about family life.
Additional Resources:	
Unit: Social Studies Area: Home	Objective (16): The student can identify some of the duties of each family member.
Materials	Teaching Strategies
Large cut-outs of each member in a family. Fasten on wall or bulletin board. Magazines, 1 for each child.	Children look for pictures of members of a family doing something constructive. These are pasted onto the appropriate cut-out.

Additional Resources

Unit: Social Studies
Area: Home

Objective (17): The student can tell the kind of work his parents perform.

Materials

Picture to represent a mother and a father.
Experience Chart, paper.

Teaching Strategies

Discuss with children some of the jobs of parents. Then write an experience chart according to following format: John's father is a _____. Mary's mother does _____. Mary's father _____.

Book: Poner, Helen Walker,
Daddies, What They Do All
Day. Lothrop, 1946.

The book covers a wide variety of occupations. Read and let each child talk about what his daddy does.

Additional Resources:

Social Studies
Area: Home

Objective (18): The student can identify the various rooms found in a house.

Materials	Teaching Strategies
Toy doll house, magazines.	Play doll house where all can see. Head a discussion about each one. Then let children pick out pictures of various rooms in a magazine. Children then place these pictures in appropriate room in doll house.
Pictures on poster boards of a room displaying a variety of rooms found in a house.	Display posters. Have individual select a picture board and name some of the things he sees and name the kind of room those are found in.

Additional Resources:

Unit: Social Studies Area: Home	Objective (19): The student answers the phone by saying "Hello, this is _____."
Materials	Teaching Strategies
Telephone trainers, telephone company films on answering phone. Get all material from the telephone company.	Show film on the proper way to answer the phone. Have students answer on practice phone "Hello, this is _____". Reward for correct response.

Additional Resources:

Unit: Social Studies Objective (20): The student demonstrates his ability to get the telephone operator by Area: Home dialing "0".

Materials

Telo trainers from telephone company. Show film on how to dial for emergencies.

Teaching Strategies

Show film. Use telo trainers. Have child dialing where teacher can watch.

Additional Resources:

Unit: Social Studies Objective (21): The student names two occasions when he should dial the operator. Area: Home

Materials

Telephone Co. materials, film on dialing for emergencies, M&M's.

Teaching Strategies

Show film. Discuss what occasions the operator should be called. Role play situations using the telephone. Reward for correct responses.

ional Resources:

Unit: Social Studies Objective (22): The student can identify his teacher by name.
Area: School

Materials Teaching Strategies

None. Each morning, the teacher greets the class, "Good morning _____". The child responds, "Good morning, (Teacher's Name)."

Additional Resources:

Unit: Social Studies Objective (23): The student can identify his school by name.
Area: School

Materials Teaching Strategies

Sheet of manila paper for each child, pencils, crayons. Discuss the school. Take the group outside to see the front of the school. Discuss name of school. Let children color a picture of their school. Have it hang on the paper. Child takes the paper home and discusses it with parents.

Additional Resources:

Objective (24): The student can name some of the major functions of his teacher.

Unit: Social Studies
Area: School

Teaching Strategies

Materials

Teacher plays game with the children. If you were teacher, what would you do. (Brainstorming situation). Steer children in their answers, but don't refuse any.

None

Additional Resources:

Objective (25): The student can name his classmates.

Unit: Social Studies
Area: School

Teaching Strategies

Materials

Children sit on the floor in a circle. A child rolls the ball to another child, saying his name when he rolls the ball.

Large ball.

As teacher plays card My name is _____, that individual stands up and repeats My name is _____. When appropriate, have individuals name classmates. Reward with M&M's per name.

Language Master, Individual
Large L.M. cards. M&M's.

Additional Resources:

Unit: Social Studies
Area: School

Objective (26): The student demonstrates his ability to keep materials other than food out of his mouth.

Materials

None.
A demonstration lesson can give the little darlings ideas they never would have come up with on their own.

Teaching Strategies

When improper behavior of this type is observed develop the concept that only food goes into mouth.

Additional Resources:

Objective (27): The student demonstrates his ability to follow simple directions.

Unit: Social Studies
Area: School

Materials	Teaching Strategies
	Have children sit in a circle - just so everyone can see each other. Call on a child to walk around the teacher's desk once, or go and touch the back door - start with one command and then add other commands. The other children must watch and see if the child does what he is supposed to; if you give the child several things to do, see if he can do them in correct sequence (Auditory memory). Also can use positional concepts, John, put your hands on your head, behind your back, a Simon Says game.

Additional Resources:

Objective (28): The student demonstrates his ability to be attentive when someone is speaking or performing.

Unit: Social Studies
Area: School

Materials	Teaching Strategies
Candy or anything that works.	Develop child's desire to achieve his goal by positive reinforcement and good examples.

Additional Resources:

Unit: Social Studies
Area: School

Objective (29): The student demonstrates his ability to complete a simple task which he starts.

Materials	Teaching Strategies
<p>Blocks, peg boards, beads and string.</p>	<p>Begin with very simple tasks and each time a task is completed, a tangible reward is given. As the difficulty of the tasks increases, ie, patterning on peg boards, string and beads, the rewards should go from the tangible level to a more advanced level, verbal, non-verbal communicative. Each time a simple classroom task is finished, praise should be given. There should be a progression of difficulty of task with a progression of tangible to intangible rewards.</p>
Additional Resources:	
<p>Unit: Social Studies Area: School</p>	<p>Objective (30): The student demonstrates his ability to cooperate with others in the completing of a group task.</p>
Materials	Teaching Strategies
<p>Opaque projector Holiday pictures from magazines. Paint, brushes, scissors, construction paper, paste.</p>	<p>As a culminating activity for a unit, students will make a mural depicting a story of a holiday, requiring each student to participate by performing a specific task. Rules could be set up so that each student learns how to conduct himself in a group participation.</p>
Additional Resources:	

Unit: Social Studies
Area: School
Objective (31): The student demonstrates his ability to find a toy to play with during free time.

Materials	Teaching Strategies
Toys in classroom; these vary in level of difficulty and interest, timer.	Teacher sets timer at 15 minute intervals. Children are given a total of $\frac{1}{2}$ hour free play. Can play with any toy in given areas of room. No suggestions made by the teacher as to what the child should play with. After first 15 minutes, children are asked to change to another toy or game.

Additional Resources:

Unit: Social Studies
Area: School
Objective (32): The student demonstrates his ability to put away his work and play materials with only an occasional reminder.

Materials	Teaching Strategies
Puppet, pictures from magazines or hand drawn. Song: Schoolroom Helpers (American Book Com) Each one of us must do his share, In all our work and play, To make our school-room clean and bright, Through every happy day. Movie, Taking Care of Things.	Help child to realize that if he doesn't return his materials to storage space class members will not be able to find them when needed. Puppet tells story of how one day he needed two blocks to finish building a house but because they had not been put away, he couldn't find them, and the house could never be completed. Pictures relating to object that needs to be put away can serve as reminders by making a game of matching the pictures to the materials; an unused picture means something has not been returned.

Additional Resources:

Unit: Social Studies
Area: School

Objective (33): The student demonstrates his ability to use school property without destroying it.

Materials

Tell or demonstrate.

Teaching Strategies

Tell how object was made, purpose of object and proper care of it. What happens when object is broken (we no longer have it to work with or play with).

Additional Resources:

Unit: Social Studies
Area: School

Objective (34): The student demonstrates his ability to name by number and driver, his school bus.

Materials

Large cut-out school buses, one for each bus represented in the class. The teacher

Teaching Strategies

Fasten bus to wall or one on each of several chairs. The teacher then calls out the bus driver's name and/or the number and the children who ride that bus line up in front of it. The teacher progresses this to point where individual gives his bus driver's name

should know which buses her children ride.

and number and then lines up in the correct place.

Additional Resources:

Unit: Social Studies
Area: School

Objective (35): The student demonstrates his ability to locate and board his school bus by himself.

Materials

Large cut-out buses, one for each bus represented in the class. Write bus number on the bus.

Coffee and doughnuts.

Teaching Strategies

Arrange buses on chalk ledge or on chairs. Give each child a piece of paper with his bus number written on it. The child must then find "his bus".

Invite the bus drivers which bring your children to school to visit your class. The children serve their own bus driver coffee and doughnuts. Introduce each child's driver to him. Ahead of time, you might ask the drivers to discuss bus safety rules with the children. The individuals then take class out and show class his bus.

Additional Resources:

Unit: Social Studies
Area: School

Objective (36): The student can name some of the important bus rules.

Materials	Teaching Strategies
Chairs lined up to form a bus.	Lead children in discussion and role play session of what could happen if a child stands on a bus, sticks his arm out a window, talks loudly etc. Afterwards, let children make up their own set of bus rules.

Additional Resources:

Unit: Social Studies
Area: School

Objective (37): The student demonstrates his ability to locate major rooms in his school.

Materials	Teaching Strategies
None.	Visit each place in the school which is important for the children to learn to find. Start from the classroom to find each place and let different children lead the group to and from each place.

Additional Resources:

Unit: Social Studies Objective (38): The student can identify by name some of the major school personnel and at least one thing each does.
Area: School

Materials	Teaching Strategies
Make a booklet for each child 6-8 pages in each. Pictures (opt) of various school personnel.	Each day for 5 to 6 days, discuss 1-2 of the school personnel. Tell the children the names of the people discussed. Label a page in the booklet for each job and person discussed. Let the child draw a picture of the person. Invite that person in to talk to the class.
Filmstrip, Our School Helpers, Living Together In School Series, McGraw Hill Book Company.	

Additional Resources:

Unit: Social Studies Area: School	Objective (39): The student can identify by name the major furnishings and equipment found in his classroom.
Materials	Teaching Strategies
Whatever equipment you have in room, large labels.	(Incidental or planned) 1. Label equipment. 2. Proper use of furnishing when referring to it. 3. Have students refer to _____ by name.

tional Resources:

<p>Unit: Social Studies Area: School</p>	<p>Objective (40): The student demonstrates his ability to purchase his own lunch tickets.</p>
<p>Materials</p> <p>Strips of paper, cut about the size of lunch tickets.</p>	<p>Teaching Strategies</p> <p>The teacher discusses lunch/milk tickets with the group, explaining why lunch tickets are bought and how important they are to take care of. Then role play the ticket buying situation in the classroom. Finally, she goes with each child and supervises their purchase of real tickets until she is sure they know where and how to buy the tickets.</p>
<p>Additional Resources:</p>	
<p>Unit: Social Studies Area: School</p>	<p>Objective (41): The student demonstrates his ability to eat in the lunchroom without disturbing others.</p>
<p>Materials</p> <p>Pictures of adults and children eating. Movie - Lunchroom Manners.</p>	<p>Teaching Strategies</p> <p>Initiate discussion by asking children what their favorite foods are. Talk about polite way to act when eating at table with others. How does it look when children don't sit nicely at table. Ask children how they feel when they see someone who doesn't know how to take care of himself. Show pictures and talk about how people are acting in pictures; are they sitting down on chairs or half on half off. Do you like to sit next to people who act silly and fool when eating? How about people who talk with food in their mouth. Do you like to see people who do that? Short movie that shows proper lunchroom manners. How many people can show how to use good manners in the lunchroom today? Do you have a good feeling when you use good manners?</p>

Additional Resources:

Unit: Social Studies
Area: School

Objective (42): The student demonstrates his ability to share and take turns in directed group activities.

Materials

Teaching Strategies

Every student that shares or takes turns right is rewarded tangibly. Groups divided into teams and encouragement of team pride in winning - relays, tournament, etc. Games where a child will receive another object only after he has given up an object he has.

Additional Resources:

Unit: Social Studies
Area: School

Objective (43): The student demonstrates his ability to accept praise and/or criticism in a socially acceptable manner.

No special materials needed.

Dramatic demonstration through role playing in various social situations, i.e., where criticism and praise receive pointed emphasis and class discussion follows the manner in which each is received.

Additional Resources:

Unit: Social Studies
Area: School

Objective (44): The student demonstrates his ability to play with others in a socially acceptable manner.

Materials

Blocks, puzzles, games, checkers, bingo, etc.

Teaching Strategies

Have a set time each day for play activities. Children must participate, but with their choice of partners.

Additional Resources:

Unit: Social Studies
Area: School

Objective (45): The student can name the streets nearest his home.

Materials

A map of the city in which students reside. Pins for

Teaching Strategies

The teacher presents the city map to the class. She gives children their 6x6 card. The children are seated near the map. Individually, they find their streets with aid of

Additional Resources:

Unit: Social Studies
Area: School

Objective (42): The student demonstrates his ability to share and take turns in directed group activities.

Materials

Teaching Strategies

Every student that shares or takes turns right is rewarded tangibly. Groups divided into teams and encouragement of team pride in winning - relays, tournament, etc. Games where a child will receive another object only after he has given up an object he has.

Additional Resources:

Unit: Social Studies
Area: School

Objective (43): The student demonstrates his ability to accept praise and/or criticism in a socially acceptable manner.

No special materials needed.

Dramatic demonstration through role playing in various social situations, i.e., where criticism and praise receive pointed emphasis and class discussion follows the manner in which each is received.

Additional Resources:

Unit: Social Studies Area: School	Objective (44): The student demonstrates his ability to play with others in a socially acceptable manner.
Materials Blocks, puzzles, games, checkers, bingo, etc.	Teaching Strategies Have a set time each day for play activities. Children must participate, but with their choice of partners.

Additional Resources:

Unit: Social Studies Area: School	Objective (45): The student can name the streets nearest his home.
Materials A map of the city in which students reside. Pins for	Teaching Strategies The teacher presents the city map to the class. She gives children their 4x6 card. The children are seated near the map. Individually, they find their streets with aid of

markers, enlarged teacher drawn maps of each child's home location and the nearest streets, crayons, pencils, 4x6 cards with child's name and address.

teacher. Each child's house site is pinpointed on the map. The teacher passes out enlarged maps to each child. The child then locates his home and colors it and labels nearby streets referring to city map and colors each street a different color. The children show each other their homes and names nearby streets.

Additional Resources:

Unit: Social Studies Area: Neighborhood	Objective (46): The student can describe the location of the nearest grocery store and drug store to his house.
Materials Sand, cardboard (thin), large box lid, paint, pencil, map of city, each child's address (home site pinpointed) pipe cleaners.	Teaching Strategies The teacher says to the class, Do you know where you live? What town do you live in? What street? What street number? The teacher shows each child where they live on the city map, (if they need help). Now tonight, children, ask your parents where the nearest grocery store and drug store is. Tomorrow we will each construct our home, the nearest drug and grocery store. We will make the stores and your home out of cardboard. We will place them in a cardboard lid. We will put them in sand.

Additional Resources:

Social Studies
Neighborhood

Objective (47): The student can name some of the vocational facilities in his immediate community such as gas station, beauty shop.

Materials	Teaching Strategies
Pictures of people that show different occupations. Field trips, filmstrip, Community Helpers, flannel board pieces to include tools people use in their work.	Begin discussion by asking children to name parent's occupation. If this does not extend to policeman, fireman, and gas station attendant, add them and whatever else may be meaningful. If possible, walk children to gas station and initiate discussion about what they saw that they expected to see and what they saw they didn't expect. Field trips can be planned to places children are interested in. Invite policeman, fireman, to come and visit class. What would children like to be when they grow up?

Additional Resources:

Unit: Social Studies
Area: Neighborhood

Objective (48): The student can describe what to do if lost.

Materials	Teaching Strategies
Pictures of children, pictures of department store, city park, school, hospital, city.	Teacher shows children pictures of a child and a situation such as being lost in a department store. Teacher asks children what the child should do.

Additional Resources:

Unit: Social Studies
Area: Neighborhood

Objective (49): The student identifies and names pictures of policeman, mailman, fireman, doctor and nurse.

Materials	Teaching Strategies
Mounted pictures of policeman, fireman, etc. Include all community people you want your class to learn about.	Place the pictures on the chalk ledge. Let group name each picture. Then the teacher calls out the name of one picture and asks a child to find it.

Additional Resources:

Unit: Social Studies
Area: Neighborhood

Objective (50): The student identifies at least one job performed by a policeman, mailman, fireman, doctor and nurse.

Materials	Teaching Strategies
Pictures of community people.	Place pictures on chalk ledge. State a situation and call on a child to find the appropriate person. Ex. 1. Your house is on fire. 2. You break your arm. 3. You wrote a letter to your grandmother.

Additional Resources:

Unit: Social Studies Objective (51): The students can name the location where one finds a policeman, mailman, fireman, doctor, and nurse.
Area: Neighborhood

Materials	Teaching Strategies
Pictures of policeman, mailman, fireman, doctor, nurse.	Teacher plays game with children, giving them situations such as: You need to buy a stamp so you can mail a letter to your grandmother. The mailman can't sell you stamps. He says that you can only stamps where he works, what place is that?

Additional Resources:

Unit: Social Studies Objective (52): The student demonstrates proper behavior in situations such as being confronted by strange animals, people, offers of gifts and rides.
Area: Neighborhood

Materials	Teaching Strategies
	Role play situations to develop objective. Develop understanding not fear. Have students discuss experiences they have had regarding situations.

Additional Resources:

Additional Resources:

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Additional Resources:

Unit: Science
Area: Investigating Plants

Objective (42): The student can prove plants need sunlight, air and water.

Materials

Teaching Strategies

Healthy potted plants.

Discuss what we need to keep alive, food, water, oxygen. Discuss what a plant needs to stay alive. Set up experiment to prove they need these things. 1. Give plant air and water, no sunlight. 2. Give plant water and sunlight, no air (immerse completely in water). 3. Give plant sunlight, and air, no water. Observe what happens to plant. Conclude that plants need all three to stay alive.

Additional Resources:

Unit: Science
Area: Investigating Plants

Objective (43): The student can prove there are many different kinds of plants.

Materials

Teaching Strategies

Field trip through the school neighborhood, small baggies.

Discuss purpose of trip being to find many different kinds of plants. Discuss the collection of leaves (as example) to show the different kinds. On trip stop at plant-pick two leaves and compare with other leaves from that plant. Look at examples of roots, stems, flower and fruit and seeds to reinforce previous learnings. Collect other parts if possible and put one leaf and other parts for future display in baggie. Take other leaf, find other plant compare leaf and collect samples. Repeat procedure. Back at room discuss, make display mount etc. to show there are many different kinds of plants.

Additional Resources:

Unit: Science
Area: Investigating Plants

Objective (41): The student can describe the life cycle of a seed plant.

Materials

Sets of pictures of life cycle of common seed plants, actual seeds of those plants, soil.

Teaching Strategies

Discuss the life of a plant starting as a baby in a seed. Display pictures as life cycle unfolds. See - young plant, full grown plant, flower, fruit and seeds to start cycle all over again. Reinforce by discussing plants they are familiar with.

Variety of seeds, color pictures of plants. Ex: acorn, pine cone, corn, lima bean, wheat, rice, strawberry, etc.

Where possible, allow students to grow a small number of plants from seed, and to observe their maturity and their own seed production. Since this will take several months, color pictures should be obtained of these and other plants and the pictures exhibited for discussion on the bulletin board. The teacher should obtain the actual seeds for each plant discussed so that the student may examine them. Discuss what part of the plant pictured contains each corresponding seed observed. To evaluate a student, label different parts of each plant with a number or extended line and circle, and ask the student to identify which number or line corresponds to the seed or seed-producing part of the plant. Many students are likely to consider certain edible roots as seed, and this should be clarified.

Seeds, soil, planter.

The only possible response to this objective that would constitute proof is for the student to take the seeds of a specific plant, plant the seeds, and observe growth of the plant to maturity and seed production. Considering the time requirement of such an experiment acorn would not be the wisest seed choice.

A green pepper, knife, soil, planter, water.

Cut open the pepper, show them the seeds, and set them to dry. When they are dry, plant them. Eventually new green peppers will grow from the seeds.

Additional Resources:

Unit: Science
Area: Investigating Plants

Objective (40): The student can prove that seeds contain baby plants.

Materials

Fresh Lima bean seeds, wide mouth gallon bottle, black construction paper, soil, water.

Teaching Strategies

Have students soak over night some lima bean seeds. Remove seed coat. Open seed carefully and observe baby plant. You will notice a root stem and pair of leaves. Discuss that which is observed. Plant other lima beans in jar with seeds in soil next to glass about 1" from surface, moisten soil. Wrap bottle with black construction paper but so that paper can slide for observation. Observe seed sprout, and that baby plant comes from predetermined baby inside seed. Repeat using other type seeds.

Variety of seeds including pumpkin seeds, peat moss or soil, beaker, glass plate.

Allow students to plant a variety of seeds and observe their germination. Also, cut the seed coat away from several pumpkin seeds, lay them on the surface of some damp peat moss or soil in a beaker, cover the beaker with a clear plate of glass to permit observation and retain moisture, and observe how the embryo germinates.

Sunflower seeds, small planter, soil, water.

Make a planter. Explain about watering each day. Plant the seeds. Explain how long to wait for the sprouts (new word). Let each child plant a seed. Explain about the depth of the seed. Let them check each day for changes.

Additional Resources:

Unit: Science
Area: Investigating Weather

Objective (38): The student demonstrates how weather affects what we do.

Materials

Teaching Strategies

Experience charts.

Have students discuss kinds of activities they can do on a day like today, and what kinds of things they can't do because of weather condition. Ex. Sunny day, warm strong wind - no boating but can swim. Repeat over a period of time until student can look at the kind of day it is and tell what kinds of effects the weather will have on people.

Additional Resources:

Unit: Science
Area: Investigating Plants

Objective (39): The student can identify the main parts of a plant.

Materials

Teaching Strategies

Live plant, pictures of plants, bulletin board with cut out model of parts of a plant ready to put up with names of parts. Blackboard, experience chart.

Teacher displays live plant. Asks students to tell about the plant. Each time a student mentions a main part of the plant, have student repeat the word and teacher writes word on board under title parts of a plant. After students' responses elicit other parts so that of plants. Copy from board onto experience chart. Reinforce by building and labeling plant on bulletin board placing parts in correct position.

Objective (36): The student identifies some of the properties of weather.

Unit: Science
Area: Investigating Weather

Materials

Blackboard, experience chart.

Teaching Strategies

Have student discuss what it is like outside. As descriptive words are used identify them as to category of weather. Ex. Hot outside. Response: describing temperature. Record on blackboard. Continue discussion until student has described these properties: temperature, cloud condition, wind and its direction. Group these under heading of Weather. Transfer from board to experience chart, labeled Weather.

Additional Resources:

Unit: Science
Area: Investigating Weather

Objective (37): The student observes and records the changes in the weather.

Materials

Daily weather board.

Teaching Strategies

Have students describe the weather outside. Have set of pictures that describe day. Ex: Set of pictures showing clouds, ranging from no clouds to completely cloudy. Have student select appropriate picture and place on board. Repeat with other properties of weather. Ex: temperature - set of pictures showing appropriate clothing for temperature. Each day observe weather and set pictures out describing today's weather. Eventually transfer daily weather information to a monthly weather chart.

Additional Resources:

Unit: Science
Area: Investigating Weather

Objective (35): The student can demonstrate how we can see air.

Materials

Aquarium filled with water,
drinking glass, balloon,
straw.

Teaching Strategies

Have student blow up balloon. Discuss what is in balloon. Response air. Raise question, can we see air? What can we do to let us see air. Release some air out of the balloon with opening under water. What do we see? Elaborate. Repeat using glass filled with air. Take glass and hold it upside down and place under water and release bubbles of air. Repeat using straw and blow air into water. Raise question, what can we do to help us see air?

Additional Resources:

Mirror, toothbrush, tooth-paste, dental floss, flat surface.
 Filmstrips & movies:
 FS 371.711-1
 FS 371.7 11-1 Let's Make A Visit to the Dentist.
 FS 371.7 16-1 Tale of A Toothache.
 Movie
 Dental Health 613
 Save Those Teeth 617
 Your Teeth 617.6

Teacher gives each child a dental tablet. After a short period, each child looks in the mirror and describes what he sees. Teacher asks, Why are some spots red? One. Then teacher explains why by having one child brush teeth and class compares. Teacher demonstrates proper way to brush teeth using the mirror. Teacher guides. Children pair up on own teeth. Children brush own teeth using the mirror. Teacher guides. Children pair up and check each other's. Class discussion - When and How often teeth should be brushed. Encourage after lunch brushing and keeping charts of number of times brushed in a day. Follow-up: At end of a week or two weeks have children use tablets and again, draw pictures to compare with picture #1.

Additional Resources:

Unit: Science
 Area: Investigating Weather

Objective (34): The student demonstrates that air is all around us.

Materials

Teaching Strategies

Hand fan.

Have student stand in front of another student and hand fan the air towards the person. Raise question, What do you feel? What do we call it? Solicit response - Air. Repeat with other students. Draw conclusion air is in front of us. Repeat procedure fanning from other directions. Conclude air is all around us.

Additional Resources:

Unit: Science
Area: Investigating Yourself

Objective (32): The student describes why we should keep our teeth clean.

Materials

Film, "Dental Health
How and Why".

Teaching Strategies

Preview film. Have class look for specified information. Discuss film and information asked to be listened for. Elicit a conclusion and description as to why we should keep our teeth clean.

Additional Resources:

Unit: Science
Area: Investigating Yourself

Objective (33): The student demonstrates how we keep our teeth clean.

Materials

Set of false teeth, tooth
brush, tooth paste, teeth
dye stain, poster showing
steps in teeth brushing,
water.

Teaching Strategies

Student takes small amount of tooth paste and puts it on practice toothbrush. Student prepares false teeth with dye. Student takes upper teeth and begins to brush the front of the teeth downward strokes, going away from gums. Repeat procedures for back of teeth and lower teeth, front and back. Rinse teeth off. When student is finished, student examines teeth for the remains of the dye which will show places missed by brushing.

Unit: Science
Area: Investigating Yourself

Objective (30): The student describes why we should keep our skin clean.

Materials

Film, "Germs and What They Do", 11 min.

Teaching Strategies

Preview film. Give students three or four questions to be answered by the film and have them listen for this information. Discuss film and questions asked prior to film. Elicit a conclusion and description as to why we need to keep our skin clean.

Additional Resources:

Unit: Science
Area: Investigating Yourself

Objective (31): The student demonstrates how we keep our skin clean.

Materials

Soap; paper towels; towel;
white squares; wash cloth;
sink or basin with water;
movies and filmstrips
612 - Care of Skin
612.7 Human Skin
Records - Sesame Street.

Teaching Strategies

Class wets hands no soap, and wipes dry on the individual cloths (save towels). Next day - class washes hands with soap and wipes on white towel (clean). Teacher asks why today's towel is cleaner. Which way is better? Teacher demonstrates proper way to wash hands - being sure to include rinsing and drying. Children wash hands using proper method, in partners. Teacher asks what other parts of our body need to be cleaned in same manner. Movies shown. Class knows what to look for. Children display appropriate skin to show skin is clean.

Additional Resources:

Unit: Science
Area: Investigating Yourself

Objective (29): The student describes the materials our bodies need.

Materials

Teaching Strategies

Life activity experiences chart.

Students review Life activity experience chart and as each activity is reviewed, list on board materials that our body needs. Lead class example. We need to eat. We can chew up a swallow dirt, that's eating. Is dirt something we need? Repeat using many materials, listing materials we need.

Additional Resources:

Additional Resources:

Unit: Science
Area: Investigating Yourself

Objective (27): The student describes the function of each named internal body part.

Materials

Science charts, showing
internal body systems.

Teaching Strategies

Teacher takes a system and points to an organ. Student names it and teacher asks what would happen if that part was removed. Use only major organs tying in function to part. Reinforce by asking questions like, what would happen if we took out Mary's _____. What would happen if we took out Jack's _____.

Additional Resources:

Unit: Science
Area: Investigating Yourself

Objective (28): The students describe the life activities of humans.

Materials

Pictures of internal body
systems, experience chart.

Teaching Strategies

Students discuss the things they do and need to keep alive. Teacher lists them as they go. Relate these activities to body systems previously discussed. As each is listed, discuss as to can we live without _____. If it won't hold up under examination eliminate. Record final activities on experience chart.

Unit: Science
Area: Investigating Yourself

Objective (25): The student, when given a stimuli, identifies the sense organ receiving the stimuli.

Materials

Assorted stimuli given student one at a time. Caution, have nothing that is poisonous or dangerous.

Teaching Strategies

Student is asked to take an object and tell what the object is and what sense he used. Ex. Bell - teacher rings it, student responds bell - hearing. Yo Yo - teacher hands it student responds yo yo - sight. Vial of sugar water - teacher hands it - student tests - finally sweet water - taste. Repeat procedure with assortment of samples.

Additional Resources:

Unit: Science
Area: Investigating Yourself

Objective (26): The student names some internal body parts.

Materials

Science charts showing internal body systems, skeleton, skeletal, muscles, muscular, respiratory, food, digestive, blood, circulatory, brain, nervous, kidney, excretory. Blackboard.

Teaching Strategies

Have students name something that goes on inside their body. List these on blackboard but group them by systems. After a few organs of a system are named, show the picture of that system. Discuss picture - continue, repeating procedure. Discuss animals that they have seen inside of, ex. chicken, fish, etc.

Additional Resources:

Unit: Science
Area: Investigating Yourself

Objective (2L): The student names the five senses.

Materials

Teaching Strategies

Assorted objects that would excite each of the senses: tasting, seeing, hearing, touching, smelling.

Teacher introduces object. Ex. Ammonia without saying anything. As class begins to respond to odor tell class their bodies are receiving a message. Ask how. Nose, sense of smell, repeat, using other objects, until five senses have been introduced. Develop idea of senses being body message receivers - five senses give body information. Introduce multi-sensory stimuli for development of using more than one sense to gather information.

Additional Resources:

Unit: Science
Area: Investigating Yourself

Objective (22): The student identifies the external parts of the body.

Materials	Teaching Strategies
Cut out parts of the body from construction paper. Make them about child life size.	Teacher fastens the body to the middle of the bulletin board. She then holds up each of the other parts and as the children name them-show where they go in respect to the body. The teacher helps to fasten them on the board. As added fun, the children can name their "man" and label the parts.
None, but make this lively and quick.	Teacher calls out a part of the body and the students quickly point to it. Use much praise and make it fun.
Additional Resources:	

Unit: Science
Area: Investigating Yourself

Objective (23): The student describes at least one function of each named external body part.

Materials	Teaching Strategies
Body cut out on bulletin board.	Teacher names and points to a body part-students respond by telling how that part is used. Reinforce by having student attempt to perform specific task without using that part. Ex: finger, pick up penny.
None, except perhaps pictures of parts of the body.	Teacher says sentences similar to those below. Child gives correct answers. I see with my _____. I hear with my _____. I run with my _____. I color with my _____.

Additional Resources:

Unit: Science Objective (21): The student can recognize those objects that work because of electricity.
Area: Investigating Magnetism
and Electricity

Materials

Teaching Strategies

Assorted pictures of common objects some of which operate because of electricity.

Show a picture of a common object. Elicit from student response as to what makes it work. Repeat using other pictures. Have individual group pictures according to electricity making object work or something else making object work.

Additional Resources:

Unit: Science
 Area: Investigating Magnetism and Electricity
 Objective (19): The student names five ways we use electricity.

Materials	Teaching Strategies
Assorted magazines, scissors, bulletin board.	Briefly introduce electricity. Point out a couple of ways in the class room that we use electricity. Take a tour around school looking for ways that we use electricity. Take an assortment of magazines and have students select and cut out examples of uses of electricity. Have student hold up his examples and explain what he or she of the picture. Paste pictures on board with appropriate title.

Additional Resources:

Unit: Science
 Area: Investigating Magnetism and Electricity
 Objective (20): The student describes how electricity gets into our house and school.

Materials	Teaching Strategies
Pictures showing each step in transmission of electricity.	Raise question of where does electricity come from. Tell the story of how electricity gets from generating plant, high power lines, sub station, low power lines, transformer, power line, house, fuse box, wire, to outlet or light. After story show class school fuse box. Take outside to line that comes into school (might be underground cable). Relate danger of electricity, don't play with fuse box or power lines. Have student locate these things at home. Build mural depicting transmission of electricity.

Additional Resources:

Unit: Science
Area: Investigating Magnetism
and Electricity

Objective (18): The student demonstrates that one end of a magnet will push the end of another magnet and pull on the other end.

Materials

Pairs of magnets, flat surface.

Teaching Strategies

Have the students take a pair of magnets and set one magnet on a flat surface. With other magnets, have students explore what happens when it is brought near the other magnet. Discuss events.

Additional Resources:

Additional Resources:

Unit: Science
Area: Investigating Animals

Objective (16): The student names some of the life activities of furry animals.

Materials

A live hamster, guinea pig or other small furry animal. Cage, food, etc.

Teaching Strategies

Talk with group about the different things which their class pet will need. Decide how often it needs food, water, a clean cage, etc. Use a chart to show what each child will do each day to take care of their pet. Be sure every child has an opportunity to do each chore. After 1-2 weeks of caring for animal, ask the children to help make an experience chart telling about their pet and what it has done.

Additional Resources:

Unit: Science
Area: Investigating Magnetism and Electricity

Objective (17): The student demonstrates that magnets will pick up things made of iron and steel.

Materials

Magnets, assorted objects, two boxes.

Teaching Strategies

Students will test the objects with their magnets to see what things the magnets will pick up and won't pick up. Students will sort objects into two boxes "pick up" and "won't pick up". Class discuss the objects found in each box. Introduce words iron and steel. Conclude magnets will only pick up objects made of iron or steel. Have students check other objects and if they are made of iron or steel.

Unit: Science
Area: Investigating Animals

Objective (14): The student names some of the life activities of snails.

Materials	Teaching Strategies
Aquarium with snails.	Children should observe the snails and tell what they see the snails do. As discoveries are spoken, list them on an experience chart.
Water and land snail, fish tank, piece of glass.	Show water snail going through water. Show land snail going across glass leaving slimy solution. Have students discuss the things the snails do.
Additional Resources:	

Unit: Science
Area: Investigating Animals

Objective (15): The student describes how dogs and cats and other furry animals are alike.

Materials	Teaching Strategies
Pictures of furry animals, mounted so that they will stand on chalk ledge. (4-8 pictures) fox, cat, dog, mouse, horse, rabbit.	First, show individual pictures to class. Name each animal and talk about it. Elicit comments on body covering, number of legs-eyes-ears, etc. Place all pictures on the chalk ledge. Ask each child to name one thing which all the animals have.

Additional Resources:

Unit: Science
Area: Investigating Animals

Objective (13): The student can describe how assorted snails are alike.

Materials

Snails in aquarium, pictures of snails, pictures of snails to color, any films or filmstrips on snails.

Teaching Strategies

After showing all pictures of snails, and slugs, looking at snails in aquarium, showing any films on snails, and coloring pictures of snails, students discuss all similarities seen. Bring out facts that some have shells, do have bones, move along on a footlike part of their body (they have no legs.)

Additional Resources:

Additional Resources:

Unit: Science
Area: Investigating Animals

Objective (11): The student can describe how assorted fish are alike.

Materials

Aquarium with assorted fish.
Large pictures of assorted fish.
Filmstrips on fish.

Teaching Strategies

Have children observe the assorted fish in the aquarium. Carry on class discussion having children respond with ways they think fish are alike. As children suggest ideas, present the large pictures of the fish and see if each fish does have this characteristic. The following characteristics should be brought up: 1. live in water. 2. breathe through gills. 3. have scales. 4. have fins. 5. have eyes, etc.

Additional Resources:

Unit: Science
Area: Investigating Animals

Objective (12): The student can name some of the life activities of fish.

Materials

Aquarium with fish.
Experience chart.

Teaching Strategies

Have class at various times observe what the fish do in their aquarium. Discuss the things they see the fish doing. Record fish activities on experience chart. Elicit major activities such as eat, breathe, move etc.

Unit: Science
Area: Investigating the Sky

Objective (9): The student can name which objects are seen in the night sky.

Materials

Large tin cans, and nail, hammer, flashlight, film-stripe and films of stars and constellations. Trip to nearby planetarium.

Teaching Strategies

The shapes of the constellations are made in the bottoms of the tin cans by using a nail and hammer. The lights in the room are turned out, the can turned upside down, and the flashlight is placed inside the can to cast the image of the constellation onto the ceiling. Dot-to-dot worksheets of the constellations can be used to strengthen their identity. Emphasize start, form make-believe shapes like big dipper, etc. Point out moon and how it is found many times in the night sky. Point out clouds and how they are found in night sky. Have children, with help of parents take time at night to look at night sky. Have children make bulletin board showing all the things found.

Additional Resources:

Unit: Science
Area: Investigating the Sky

Objective (10): The student can identify various shapes of the moon.

Materials

Shapes showing the 4 phases of the moon. These can be cut from cardboard and colored. Flashlight, ball or round object.

Teaching Strategies

Pupils can touch and feel shapes. Discussion on seeing different shapes in the sky. Also, can bring in that moon goes through all four phases in a month. Discuss fact that moon rotates around the earth and shapes come from position of moon in relation to Earth. Each night have children look at moon and next day place the shape on a month calendar. On nights when it is too cloudy to see moon put cloud in its space.

Additional Resources:

523.1	The Milky Way
523.2	Studying The Universe
523.3	How many Stars
523.93	The Stars at Night
629.4	Moon, the Adventure in Space

Unit: Science
Area: Investigating the Sky
Objective (8): The student can name which objects are seen in the day sky.

Materials	Teaching Strategies
Cotton, tempera paint, or water color paint, paper, pencil. Time of month when sun, moon and clouds are seen in day sky.	Take children outside to view the sky in the daytime. Sun can be identified on sight. Have child look at the sun for a few brief seconds and then look away. Have child tell what has happened to their vision. Stress safety factors in viewing the sun: not to look at sun too long, to wear sunglasses when looking at the sun. Using paint, pencil, cotton and paper, have child make pictures of different kinds of clouds. Stress how to use the cotton in forming the right shapes for the clouds, how to use pencil or gray paint in making nebulous clouds. Also, emphasize how the sun and rest of the environment looks during each cloud formation. Take children outside and observe clouds. Have children see if they can pick out imaginary shapes the clouds are making. Point out the moon for it can be seen during certain times of the month in the day sky. Have children make bulletin board showing all things found.

Additional Resources:

Drum, bells, rattles, money, (different values), book, paper, whistle, blocks, cutting paper, sponge, pins, tacks, nails, spoons, plastic objects, shoes, wooden objects, musical instruments, cloth, cotton, clock.

Let the child observe your collection of items. Blindfold him. Let him guess what made the noise.

Typewriter, bell, autoharp, cymbals, ball, sticks, piano, etc. someone walking, tape recorder or objects which relate with a specific unit being taught.

Record the sounds of the suggested items. Play the sounds for the children to hear. For example, the first sound might be the sound from a typewriter. The teacher says, listen to the sound you hear and try to tell me what is making that sound. The children may need to hear it again.

Additional Resources:

Unit: Science
Area: Investigating the Sky

Objective (7): The student can identify the sun, moon, and stars.

Materials

Color pictures of sun, moon, stars.

Teaching Strategies

Collect a number of color pictures that reveal the sun at different times of the day and in different settings with respect to Earth's geography. Obtain pictures of the moon in different phases. If possible, some pictures should show the moon as viewed in relation to Earth's geography, mountains, ocean, etc. Display pictures of the night sky with moon and stars. Identify and discuss a few constellations. Show a film discussing the stars and constellations as viewed from earth.

Unit: Science
Area: Investigating Matter

Objective (5): The students identify assorted food materials while using only the sense of taste.

Materials

Teaching Strategies

Onion, crackers or potato chips, pickle (dill), candy, apple, lemon.

Discuss each of the foods with the children. Try to elicit words such as sweet, sour, salt. Let each child taste each food. Later, blindfold each child, one at a time. The child sticks out his tongue and the teacher rubs a piece of food on it. The child names the food. Try to elicit how it tastes, sweet-sour-salty-sour.

Lemon juice, salt, sugar, milk.

Blindfold, ask to identify.

Additional Resources:

Unit: Science
Area: Investigating Matter

Objective (6): The students identify assorted common objects while using only their sense of hearing.

Materials

Teaching Strategies

Bells, drum, rhythm sticks, ball-to bounce, object in can-to shake, scissors.

Place the objects on a table. Make a noise with each object. Blindfold one student, or let him turn his back to the table. The teacher or another child makes a sound with one of the instruments. The blindfolded child then removes blindfold, selects the object which made the noise, and then duplicates the noise.

Additional Resources:

Unit: Science
Area: Investigating Matter

Objective (L): The student identifies assorted common materials while using only the sense of smell.

Materials

Onion, cheese, perfume,
pepper, peanut butter,
alcohol.

Teaching Strategies

First, show the children the different ingredients and let them smell them and name them. Next, blindfold each child, one at a time. The teacher holds one of the ingredients under the child's nose. The child names the ingredient.

Covered container, blind-
fold, prize, solids: onion,
garlic, green pepper, lemon,
coffee, apples, banana,
liquids: alcohol, tomato
juice, pine scent, vinegar,
lemon juice, vanilla, coffee.

Have materials set up on table, two or more of each. Explain to class that we're going to play a game involving our ability to smell. Divide class into two or more teams. Blindfold #1 man on each team. Let #1 come up and smell object. The first to guess right gets 1 point. Continue until all items have been correctly guessed. The team with the most points wins a prize.

Additional Resources:

Container with different textures: feather, cotton material, velvet material, piece of sandpaper, piece of wood (smooth), piece of rough wood, pieces of tissue paper, construction paper, cardboard.

Have child reach in container take one object. Permit child to take three or more objects, after naming what he has.

Sandpaper, fingerpaint paper, pairs of objects.

Blindfold child. Ask: Which one is rough? Which one is smooth? Which one is hard? and Which one is soft?

Additional Resources:

Unit: Science
Area: Investigating Matter

Objective (3): The student groups assorted common objects by color.

Materials

Collection of small, one color toys or familiar objects. 8-10 bags, each with a different colored construction house on it, red, blue, orange, yellow, green, purple, black, brown, pink, white.

Teaching Strategies

Tell children to place the toys in the right house. Each toy goes in the house of the same color as the toy.

Unit: Science
Area: Investigating Matter

Objective (1): The student groups assorted common objects by their shapes.

Materials		Teaching Strategies	
Ball, apple, block, wheel (from toy car), domino, coin, eraser (square shape), button, stamp, book (small), sheet of paper (square), box of crayons.		The teacher shows the children the two shapes and elicits their name. Then discusses the roundness of the circle and curve of the circle; the straight four sides of the square. Next let each child take one of the objects and place it on top of the appropriate shape.	
Blocks, (square, rectangle) wheels, wood dowels, (short) cardboard boxes.		Put "allies" in color-coded c. boxes. Choose items needed to build cars, etc. Return "allies" to correct box.	
Additional Resources:			
Unit: Science Area: Investigating Matter		Objective (2): The student groups assorted common objects by texture.	
Materials		Teaching Strategies	
Rough objects: sandpaper, golf ball, coarse material rough wood, rough artificial leaf. Smooth objects: marble, pencil, smooth plastic toy, smooth artificial leaf, smooth artificial fruit.		Discuss terms smooth and rough, using two of the objects. Place each of these two objects in separate boxes. Label boxes rough-smooth. Let each child select one of the other objects and place it in the appropriate box.	

EXCEPTIONAL CHILD EDUCATION PROGRESS REPORT - SCIENCE CURRICULUM

LEVEL A

Pupil's Name _____

Skill Area _____

B.D. _____

Specific Objectives

	1	2	3	4	5	6	7	8	9	10	11	12
Investigating Matter							*	*	*	*	*	*
Investigating the Sky					*	*	*	*	*	*	*	*
Investigating Animals							*	*	*	*	*	*
Investigating Magnets and Electricity						*	*	*	*	*	*	*
Investigating Yourself												
Investigating Weather						*	*	*	*	*	*	*
Investigating Plants						*	*	*	*	*	*	*

25. 4. when given a stimuli, identify the sense organ receiving the stimuli
26. 5. name some internal organs
27. 6. describe at least one function for each named internal body part
28. 7. describe the life activities for humans
29. 8. describe the materials our bodies need
30. 9. describe why we should keep our skin clean
31. 10. demonstrate how we keep our skin clean
32. 11. describe why we should keep our teeth clean
33. 12. demonstrate how we keep our teeth clean

Investigating Weather

The student:

34. 1. demonstrates that air is all around us
35. 2. demonstrates what we can do to see air
36. 3. identifies some features of weather
37. 4. observes and records the changes in the weather
38. 5. demonstrates how weather affects what we do.

Investigating Plants

The student can:

39. 1. identify the main parts to a plant
40. 2. prove that seeds contain baby plants
41. 3. describe the life cycle of a seed plant
42. 4. prove plants need sunlight, air and water
43. 5. prove there are many different kinds of plants

SCIENCE

Level A

Investigating Matter

The student groups assorted common objects:

1. 1. by their shapes
2. 2. by texture
3. 3. by color

The student identifies assorted common objects:

4. 4. while using only the sense of smell
5. 5. while using only the sense of taste
6. 6. while using only the sense of hearing.

Investigating the Sky

The student can:

7. 1. identify the sun, moon and stars
8. 2. name which objects are seen in the day sky
9. 3. name which objects are seen in the night sky
10. 4. identify various shapes of the moon

Investigating Animals

The student can:

11. 1. describe how assorted fish are alike
12. 2. name some of the life activities of fish
13. 3. describe how assorted snails are alike
14. 4. name some of the life activities of snails
15. 5. describe how dogs, cats and other furry animals are alike
16. 6. name some of the life activities of furry animals.

Investigating Magnets and Electricity

The student can:

17. 1. demonstrate that magnets will pick up things made of iron and steel
18. 2. demonstrate that one end of a magnet will push the end of another magnet and pull on the other end.
19. 3. name five ways we use electricity
20. 4. describe how electricity gets into our house and school
21. 5. recognize those objects that work because of electricity.

Investigating Yourself

The student can:

22. 1. identify the external parts of the body.
23. 2. describe at least one function for each named external body part.
24. 3. name the five senses

Additional Resources:

Unit: Social Studies Objective (65): The student demonstrates his ability to role play people who perform
Area: Vocational Orientation common jobs.

Materials	Teaching Strategies
Costumes, gear used by individuals to be imitated.	Observe by film or personal observation duties of each individual. Interview by students.

Additional resources:

Unit: Social Studies Objective (64): The student can name some people that work and the kind of work they do.
 Area: Vocational Orientation

Materials	Teaching Strategies
None.	Student should be able to discuss the duties of the mailman, paper boy, etc. and how they assist in the service to their home.

Additional Resources:

Unit: Social Studies Area: Vocational Orientation	Objective (65): The student can identify common tools of work such as hammer, screw, vacuum cleaner, stove, etc.
<p>Materials</p> <p>pictures representing tools (people using them), tools, finger play song: Johnny Works With One Hammer (G. Schirmer, N.Y.), soft wood scraps, grain running lengthwise, pieces of molding, masonite, peg, board, linoleum, cork, nails magnet picks up stray nails, movie, Safety With Everyday Tools.</p>	<p>Teaching Strategies</p> <p>Choose specific storage area for tools, when all throw together children will not have proper motivation needed to think about the various properties and uses of each tool and will not use the right tool for his task. Store wood scraps according to size and shape if possible. Discussion of how to store tools and wood will develop vocabulary and general discrimination ability to child. Children need time to just hammer, and develop skills. Best approach is to hammer nail partly to help child when beginning. Suggest child should combine two pieces of wood. Help child evaluate what he has accomplished and plan for future by asking, Do you want to add more parts? Repeat procedures of developing concepts that tools help us do work.</p>

Additional Resources:

Unit: Social Studies Objective (63): The student demonstrates his ability to return materials and equipment to
Area: Vocational Orientation proper place after completion of task.

Materials	Teaching Strategies
	<p>You can have a check list for the child's days work and then check off each thing as he does it, i.e. tape recorder one ✓ shutting off and putting away, another check. He would have to earn so many checks for a certain amount of free time, or a piece of candy, whatever you set up. As time goes by you can have the child get one check for both the use and putting away of equipment; if he does one and not the other he doesn't get the check.</p>

Additional Resources:

Additional Resources:

Unit: Social Studies Objective (61): The student demonstrates his ability to complete a task as assigned.
Area: Vocational Orientation

Materials

Jig saw puzzle, unassembled toys, etc.

Teaching Strategies

Demonstrate that in assembling such toys as jig saw puzzles, model airplanes etc. that if one piece is left out, the picture is not complete, the plane will not fly etc.

Additional Resources:

Unit: Social Studies Objective (62): The student demonstrates his ability to cheerfully perform designed tasks.
Area: Vocational Orientation

Materials

Teaching Strategies

On the playground during P.E. periods, each team member must play his position and is responsible to the other team members for this position.

Additional Resources:

Unit: Social Studies
Area: Nation

Objective (59): The student can name some historical persons.

Materials

Pictures of George Washington, etc.

Teaching Strategies

Who lived a long time ago? After all responses, corresponding pictures should be shown and simple stories about their lives and why we remember them. They also can be acted out and supplemented with movies or filmstrips such as Jeany Appleseed or Paul Revere. Each month could be called Johnny Appleseed Month or George Washington Month and the entire month talk and show pictures of the historical person. Also, have a monthly play.

Additional Resources:

Unit: Social Studies
Area: Vocational Orientation

Objective (60): The student demonstrates his ability to perform daily chores in the classroom

Materials

Teaching Strategies

With entire class, list on a chart the jobs necessary to keep the classroom liveable. (Compare with home). Discuss all that each job requires to be carried out properly. Let children pick a job (two may do one job and share the responsibility if desired). At end of each week, change jobs. Evaluate the type of effort each child displayed at the end of the week.

Unit: Social Studies
Area: Nation

Objective (57): The student can name the President of the United States.

Materials

Newspapers, magazines,
big pictures of Him.

Teaching Strategies

Associate the word "leader" with the word President. Can be done with a class President who acts as the leader of the line. Every day, when the class salutes the flag, have the President's picture shown and tell his name to the class and have them repeat it. Later on during the day, give extra points or a piece of candy to the child who can say the name of the president when you show his picture.

Additional Resources:

Unit: Social Studies
Area: Nation

Objective (58): The student can identify the major holidays.

Materials

Pictures and holiday songs
on records. Also story books
of different holidays.
Simple costumes for each
holiday.

Teaching Strategies

When showing a picture depicting the Christmas holidays, the corresponding songs should be heard on record. Begin with Halloween and keep a scrapbook of pictures of class parties and costumes as each holiday progresses. Children should act out a short play of each holiday with costumes. However, the scrapbook will provide review and association of participation in each individual holiday.

Unit: Social Studies
Area: Neighborhood

Objective (55): The student identifies by naming some traffic signs.

Signs made from construction paper, stop, yield, R.R.

Tell the children that they are all going on a trip with Mr. Roady, the driver. Unfortunately, Mr. Roady does not know his traffic signs and the children will have to tell him every time they see a sign. Hold the signs face down in your lap and keep a dialogue going with the children. Ex. We are driving down a country road. Look at the cows. I see a black and white cow with a calf. (Hold up R.R. sign). Encourage children to say, "Look out for the railroad crossing". Continue in this manner showing different signs as you travel.

Additional Resources:

Unit: Social Studies
Area: Nation

Objective (56): The student demonstrates his ability to show proper respect to the flag.

Materials

Construction paper, flag, pictures of soldiers and children and adults saluting the flag. Patriotic songs on record.

Teaching Strategies

Begin every morning with salute to the flag and a song. Have children make their own flag. Have children place hand over their hearts when they look at the flag, as the picture shows. Have children think of their families, homes and friends when they look at the flag. Show that if the flag is hurt or torn, it is like they are hurting all our families and friends. Take children to see all the flags around the school.

Additional Resources:

Unit: Social Studies
Area: Neighborhood

Objective (53): The student can describe the proper care to be given to the property of others.

Materials

Flannel board, cut outs of toys, tools, flowers, cars, etc. Movie, Other People's Things.

Teaching Strategies

Encourage children to name favorite toys and why they like them. Then ask if they have a special way they care for toys. What if someone broke their favorite toys, "How would you feel?" Extend discussion to how hard people work to grow flowers (example) and if you worked as hard, how would you feel if someone dug them up or picked them. Isn't it nice see pretty flowers growing? Let's start our own garden. Place cut-outs on flannel board and discuss how to properly care for each one. Have children add ideas from own experience respecting property of others.

Additional Resources:

Unit: Social Studies
Area: Neighborhood

Objective (54): The student associates red with stop and green with go when he sees a traffic light.

Materials

Round disks about 6 inches across, cut from red and green construction paper, 3 or 4 of each color.

Teaching Strategies

Mix the disks. Set up a roadway in the classroom. Let one child be the traffic light. As the children come to the traffic light, they either stop or go, depending on which disk the traffic light displays.

Additional Resources:

Unit: Physical Education Objective (3): The student demonstrates his ability to walk in a coordinated manner.

Materials	Teaching Strategies
<p>(a) Barefoot walk - walk barefoot through mud, water, sand, dirt, and over rocks, cement floors, etc. and describe feelings involved.</p> <p>(b) Forward walk - walk straight or curved path to target goal and back; teacher records time. Walk up and down steps.</p> <p>(c) Backward walk - walk backward following a pre-determined course and record time.</p> <p>(d) Walking sideways - first walk to the right one step at a time. Next, cross left over right foot. Repeat, moving to the left.</p>	<p>Additional Resources:</p> <p>Unit: Physical Education Objective (4): The student demonstrates his ability to roll his body like a log in a controlled manner.</p> <p>Materials</p> <p>Appropriate number of mats, and incline.</p> <p>Mat or quilt.</p> <p>Teaching Strategies</p> <p>Play Mr. Freeze or Mr. Magician. Freeze them so they are able to roll. Arms by side, legs together. First, stress only the ability to roll, use an incline. After child has gained confidence work on control of the rolling action on a flat surface. As time passes and child improves narrow the area on which the child is rolling. If child rolls out of the area in which he is rolling freeze him or let the monster get him. Practice till he can roll home free. Have children lie on mat and have them roll like a log to left and then to right.</p> <p>(a). Say to pupil "Lie down on the blanket (quilt, mat) with your feet together and your hands at your sides. Look at the ceiling. Now relax quietly and imagine you see a fly flying in a circle. Keep your head and body still, but follow the fly with your eyes, rolling them in a circle like this (demonstrate), going first to the right, and then to the left."</p> <p>(b). "Put your arms straight out at your sides with the palms down. Now roll them over their backs. Now put your hands on their backs at your sides and roll them over on their palms."</p> <p>(c). "Lie on your back with hands over your head and feet together. Roll over slowly to right. Roll back to the left. Roll over quickly 3 times to the right. Roll back 2 times to left. Now hold a ball in your hands over your head and roll as I tell you."</p>

Unit: Physical Education Objective (1): The student demonstrates his ability to crawl in a coordinated manner.

Materials

Teaching Strategies

Mats.

Demonstrate crawling by having student lie on floor, placing his hands under his chest. Then, by moving elbows and hips, have him creep forward with stomach touching floor. Have student creep forward and backward. Show how to crawl in homolateral pattern moving arm and leg on each side together. Crawl this way forward and backwards.

Additional Resources:

Unit: Physical Education

Objective (2): The student demonstrates his ability to creep with stomach off of the floor in a coordinated fashion.

Mats. Patterns of hands and knees placed on floor.

Construct a bridge, i. e. place two chairs approximately two or three feet apart and place a yardstick or anything handy that will "bridge" the gap between the chairs. Have children creep "under the bridge" with stomach off the floor. Also explain that children in this creeping position also resemble a "bridge".
Create a circus atmosphere using music, pictures and examples of different animals and how they move while crawling on hands and knees. Mimic their movements. Demonstrate cross-diagonal crawling, moving opposite arm and leg together toward a goal. Crawl forward and backwards in the same way. Place hand and knee patterns on floor and have pupil follow pattern.

Additional Resources:

EXCEPTIONAL CHILD EDUCATION PROGRESS REPORT - PHYSICAL EDUCATION

LEVEL A

Pupil's Name _____

B. D. _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

PHYSICAL EDUCATION

Level A

The student demonstrates his ability to:

1. 1. crawl using arms and legs in a coordinated fashion.
2. 2. creep with stomach off of the floor in a coordinated fashion.
3. 3. walk in a coordinated manner.
4. 4. roll his body like a log in a controlled manner.
5. 5. roll his body in a ball in a controlled manner.
6. 6. run a track or obstacle course without a change of pace.
7. 7. jump simple obstacles without falling.
8. 8. land from a jump in a coordinated fashion.
9. 9. walk a balance board in assorted ways in a coordinated manner.
10. 10. hop for short distances using both feet.
11. 11. walk on assorted walking patterns in a coordinated fashion.
12. 12. move his body in an integrated way around and through objects in a spatial environment.
13. 13. gallop in a coordinated fashion.
14. 14. throw an object with a reasonable degree of accuracy.
15. 15. perform basic exercises to build strength, flexibility and endurance.
16. 16. perform bending and stretching movements.
17. 17. perform push and pulling movements.
18. 18. perform twisting and turning movements.
19. 19. move his body forward, backward, up and down upon command.
20. 20. balance himself in an assorted fashion on both three points and four points.
21. 21. balance himself in an assorted fashion on both one point and two points.

Additional Resources:

Unit: Safety Objective (19): The students gives two rules for safe bicycling.

Area: In the Neighborhood

Materials

Teaching Strategies

Movies on safe bicycling.

After viewing the movie, the teacher asks various children to name two safe bicycling rules.

"The Day the Bicycles Talked" (such as the one in the library).

Upper primary, the paints or crayons and paper for drawing.

The children are asked to draw a picture depicting safe bicycling rules. Each child is given a rule.

Additional Resources:

Unit: Safety Objective (20): The student gives two safety rules to be followed while in the neighborhood.

Area: In the Neighborhood

Materials

Teaching Strategies

Camera, film, projector, tape recorder, tape.

Take children in class for a walk. Film at corners, in group or pairs, at doorway, in parking lot, waiting for cars. Develop and play for class, put tape recorder on for record of discussion. Bring out good and bad safety procedures. Stop action for rule. Have children make revised tape to show to other classes.

Check desks and habits of children and discuss what can happen at home or in the community from things out of place or left in the yard. Use humor and have students act out what happens when you miss a step, collide with a woman carrying groceries, step on a rake in a yard, fall on a skate, slide on a stretch of slippery ground, etc.

1. Posters or film or rough art showing what can happen when things are left out or on the floor. 2. List of places a person gets into trouble by not watching where he is going or what he is doing.

Unit: Safety Objective (17): The student demonstrates his ability to cross streets properly.
Area: In the Neighborhood

Materials

Teaching Strategies

Signs for STOP.

Make an imaginary road in the class, maybe using paper for the sidewalk and crosswalk. Have the street signs placed near the street for the students to see their proper place. Then have each student in turn come to the crosswalk, look both ways, then cross the street. May even use the other students for the traffic.

1. Full understanding of what STOP means.
2. Use an outside exercise to front, and down sidewalk; when at the corner, demonstrate how to look both ways then walk across street.
3. Have child repeat.
4. Practice for several days to be sure the child understands and will do the proper thing.

Additional Resources:

Unit: Safety Objective (18): The student names the dangers of playing in the street.
Area: In the Neighborhood

Materials

Teaching Strategies

Pictures of accidents, preferably of pedestrians, filmstrips.

Every student takes turns discussing how each accident might have occurred. Children are also encouraged to bring into class verbal accounts of street problems they have heard about or seen. Elicit dangers of playing in streets.

Additional Resources:

Unit: Safety Objective (15): The student is able to give his full name when asked.

Area: In the Neighborhood

Materials

Teaching Strategies

Pictures showing

situations where someone is asking question "What's your name?", policeman at scene of accident, salesman in store.

Have children act out situations and ask question; other participants give their name (full name if possible).

Additional Resources:

Unit: Safety Objective (16): The student identifies the traffic signs and lights.

Area: In the Neighborhood

Materials

Teaching Strategies

Miniature traffic signs.

Glued work sheet with all the traffic signs and a traffic light pictured. Film strip, "Signs", Stanbow Production.

Place miniature signs around the room - have students explain and demonstrate their meaning. Some time should be used to do this each day. Develop a vocabulary of the words used with each sign and signal and stress the meaning of colors used for them. Set up discussions by asking, "What do you think could happen if you crossed a busy street and didn't pay attention to the traffic signals?" Discuss the kinds of traffic signals and signs found in each student's neighborhood and around schools.

Additional Resources:

Unit: Safety Objective (13): The student can orally give two safety rules to be followed while playing on the
Area: At School playground.

Materials	Teaching Strategies
Nothing other than what is needed for game or activity on playground.	Through participation and discussion in class time the teacher has demonstrated as well as discussed two or more safety rules for the playground. Have students give safety rules.

Additional Resources:

Unit: Safety	Objective (14):
Area: At School	Students can orally give one safety rule to be followed while going to and from school.

Materials	Teaching Strategies
Experience chart, pen.	Ask each student to give one safety rule to be followed while going to or from school by walking, by bus, by car, by bike. Discuss the different ways we come to school. In each situation encourage children to talk about good behavior. Discuss safety rules from this talk and list them. After listing, have each child state one rule.

Additional Resources:

Unit: Safety
 Area: At School
 Objective (11): The student can orally give two safety rules to be followed while in school.

Materials	Teaching Strategies
<p>Film No. 611.8, Safe Living at School.</p> <p>Scissors, rulers with metal strip edge, breakable glass containers used for paints and enamel, tools for woodworking.</p>	<p>Show film. Emphasize important parts. Have student then orally give two safety rules for school.</p> <p>Students observe each other critically, noting proper, correct, safe handling of equipment. Show any films and film strips pertaining to correct use of materials in a classroom. Students form a line and walk through the halls to the other side of the building, then return to classroom.</p>

Additional Resources:

Unit: Safety
 Area: At School
 Objective (12): The student demonstrates his ability to play safely on the playground.

Materials	Teaching Strategies
<p>Film. Playground, with equipment - a. swings, b. slides, etc.</p> <p>Movie: "Safety on the Playground" - LATER: use of playground for 1/2 hour a day for 5 days' observation.</p>	<p>Show film about "Safety on the Playground". Discuss the do's and don'ts on playground, outlining the procedure for using swings, slides, etc. Students use playground after discussion and film.</p> <p>Show movie on safety to class, discuss film after it is over with class. LATER: During outside play activity observe children's safety habits. Make a list of any unsafe activities the children exhibit. After the play activities, discuss with the group the safe and unsafe activities they can remember and then the ones you have observed.</p>

Additional Resources:

Additional Resources:

Unit: Safety
Area: At School

Objective (10): The student demonstrates his ability to handle scissors safely.

Materials

Scissors, newspapers
with red lines drawn
parallel to each
other for students
to cut along.
Scissors, fabric
samples with straight
line design.

Teaching Strategies

One student is assigned task of handing out scissors. The teacher observes whether handles are turned towards or away from others. The teacher also observes whether students cut and use scissors in their work without playing and being careless with the points.

The teacher will demonstrate the correct way in which to handle scissors, then observe the student as he practices these procedures.

Additional Resources:

Additional Resources:

Unit: Safety

Objective (8): The student can orally give two safety rules to be followed while at home..

Area: At Home

Materials

Filmstrips, films,
pictures or posters,
flashes and/or
policeman.

Teaching Strategies

1. Expose the students to some films and/or filmstrips on safety rules. 2. Expose them to posters that contrast good safety and poor safety habits. Discuss. 3. Involve children by doing art posters within groups or individualized. 4. Involve children on safety in the home by inviting community helpers to talk to the children. 5. Ask children to discuss things at home that show poor safety habits. 6. Use any other aid that will be useful.

Additional Resources:

Unit: Safety

Objective (9): The student can identify members of the safety patrol.

Area: At School

Materials

pictures of safety
patrols. Actual safety
patrol people to demon-
strate in full uniforms.

Teaching Strategies

Show pictures of the different outfits that the safety patrol wear, both in good weather and bad. Have children tell from previous experiences all that they can about the safety patrol. List the comments on the chalkboard. Stress the important points you wish the pupils to remember. Invite the school safety patrol captain and one boy patrol and one girl dressed properly to visit class-room and have them tell about their uniforms.

Encourage children to discuss picture and relate personal experiences. Ask "Who can tell a story about this picture?" Have children compare picture to way they get to school. Show filmstrip and use dramatic play.

Picture of school patrol
at crossing near school.
Tape to mark off cross-
walks in classroom for
dramatic play of safety
attendant helping child-
ren cross. Filmstrip:
"School Safety".

Objective (6): The student can name objects at home that will smother us.

Unit: Safety

Area: At Home

Materials

Plastic dry-cleaning bag.

Teaching Strategies

Teacher will read the warning label and ask the students "Why do you think this warning is on the plastic bag?" "How is the bag harmful?" "What other items can you think of in your home that could make you lose your breath?" Write all responses on board and discuss.

Additional Resources:

Unit: Safety

Area: At Home

Materials

Captive audience.

Teaching Strategies

Objective (7): The student orally gives two rules for Halloween.

Teacher opens the discussion by asking "Why is it dangerous for you to be out on Halloween Night?" After getting appropriate answers she may again ask "What have you heard of that happened to boys and girls on Halloween night?" "What could you do so this wouldn't happen to you?" The answers would then become the rules and could be written into an experience chart.

Candy, apples, bags, razor, pepper, knife. Newspaper articles concerning kidnapings, etc.

Ask the children to describe and show the way that they go trick or treating. Ask them what they say when they go to each door. Then have them identify the objects. Then show how hot pepper can be put inside candy bars. Also demonstrate how a razor can be concealed inside an apple. Have the children discuss whether they should eat the candy and treats while they are out on Halloween night or wait until they go home and show their parents. Let them decide on a rule and write it on the board. Newspaper stories can be read to the class about the incident of kidnapping of children on Halloween night. Discussion as to why the children that were alone were the ones kidnapped should be pursued.

Additional Resources:

Unit: Safety
Area: At Home

Objectives (5): The student can name objects at home that will poison us.

Materials

Teaching Strategies

Cans or packages which are poisonous. Medicines and plants which poison.

Print the word for poison on board. Have children say the word. Have different cans of insecticides, sprays, disinfectants, and other household items which are poison if taken internally. Show children the word poison - POISON - on each label.

Additional Resources:

Objective (4), continued

Containers (bottles, boxes, can) which can be or are already marked with a skull and crossbones.

These containers should not be handled regardless of whether they have been washed, or whether they are real. Other containers should be used and labeled in front of or by the children for use in role playing or other activities. The teacher should state that we have to pretend that these have poison in them, because the real bottles are never safe to use.

Other materials could include teacher and student made puzzles or coloring exercises, records and tapes for songs and poems, puppets, and any other arts and crafts materials which would align with exposing children to the concept, term, and configuration of skull and crossbones.

1. Acquaint the children with the configuration of "skull and crossbones" by exposure to: films, containers, pictures of containers, pictures of containers in various settings (bathroom, garage); coloring of numbers, puzzles, posters, clay, painting.
2. Acquaint children with expression "skull and crossbones" by: informal songs, poems, unit on pirates, and by actively using the term when appropriate, and by encouraging children to state the term verbally.
3. At all exposures to the configuration or verbal term, the teacher should make a big production out of associating danger, bad taste, and caution with the situation by: speaking seriously, making distasteful facial expressions, handling containers gently, etc. Children should be encouraged to at least pantomime these reactions.
 - b. Eventually, children should have a standard and habitual repertoire of responses involving verbal statements (don't touch, smell, eat, drink, stay away, tell mommy, call the doctor, etc.); facial expressions to illustrate danger, fear, bad taste; postures like running away, keeping hands off, covering mouth. An additional activity would involve teaching the implication that all unmarked or strange containers (bottles, boxes, cans) should be treated as if they were marked with the "skull and crossbones".

Unit: Safety

Objective (3): The student can name objects at home that will burn us.

Area: At Home

Materials	Teaching Strategies
<p>Pictures of: kitchen stove, heaters, electric plugs, hot grease, matches, steam from tea kettle, toasters, electric irons, hot water, hot plate, coffee pot, electric fry pans.</p> <p>1. A good film on home fires. 2. Construction paper and other materials for making simple posters for display.</p>	<p>Have demonstrations with hot plate, matches, coffee pot. Have film on "I'm No Fool With Fire". Hot water.</p> <p>Begin by showing a film on fire prevention. This should be an interesting film to stimulate students. After film, have discussion on major objects in film that burn around their home. Point out any object not mentioned and discuss. Show film again to look for objects overlooked first time.</p> <p>As a follow-up, make posters to display around school or your own room.</p>

Additional Resources:

Unit: Safety

Objective (4): The student tells what "skull and crossbones" means.

Area: At Home

Materials	Teaching Strategies
<p>Pictures of "skull and crossbones". Pictures of bottles or boxes, or the real bottles and boxes of poison items (empty of course) with skull and crossbones on them. A red cloth of paper. Word danger on a sign or on the board.</p>	<p>Use the red cloth, the danger sign, the poison bottles and boxes (or pictures of them) in the class. Discuss: that red is a danger sign (red lights, red flags on the back of trucks, etc.). Show the skull and crossbones and ask the children what they think it means. Elicit: don't touch, poison, etc. Discuss that things containing poison often have a skull and crossbones on them. Also discuss the meaning of poison and what could happen to people if they swallow poison. Each child should be able to tell you what the skull and crossbones means (danger) and know that he or she should not swallow anything containing that label. Also they should not swallow anything that is unknown to them.</p>

Unit: Safety
Area: At Home

Objective (1): The student names objects at home that can make us fall.

Materials

Pictures of any kind of toys. Cardboard boxes to serve as toy chests.

Teaching Strategies

Class discussion on putting our toys away when through playing with them. Questions on what happens when they are not put in shelf or chest. Results - someone gets hurt - Mother, Dad or maybe you. Other objects that may cause falls are discussed.

Additional Resources:

Unit: Safety
Area: At Home

Objective (2): The student can name objects at home that will cut us.

Materials

Pictures of 1. knives
2. scissors 3. saws.
4. broken glass.

Teaching Strategies

Have children identify pictures. What are the first three used for? How did the glass get broken? Is it a window, glass of bottle. What can happen to people if they do not handle these objects carefully? Since scissors are used so much in classrooms, teach proper handling of same.

Additional Resources:

EXCEPTIONAL CHILD EDUCATION PROGRESS REPORT - SAFETY

LEVEL A

Pupil's Name _____

B. D. _____

Skill Area

Specific Objectives

	1	2	3	4	5	6	7	8	9
At Home									*
At School							*	*	*
In the Neighborhood							*	*	*

SAFETY

Level A

At Home

The student:

1. 1. names objects at home that can make us fall.
2. 2. can name objects at home that will cut us.
3. 3. can name objects at home that will burn us.
4. 4. tells what "skull and crossbones" means.
5. 5. can name objects at home that will poison us.
6. 6. can name objects at home that will smother us.
7. 7. orally gives two rules for Halloween.
8. 8. can orally give two safety rules to be followed while at home.

At School

The student:

9. 1. can identify members of the safety patrol.
10. 2. demonstrates his ability to handle scissors safely.
11. 3. can orally give two safety rules to be followed while in school.
12. 4. demonstrates his ability to play safely on the playground.
13. 5. can orally give two safety rules to be followed while playing on the playground.
14. 6. can orally give one safety rule to be followed while going to and from school.

In The Neighborhood

The student:

15. 1. is able to give his full name when asked.
16. 2. identifies the traffic signs and lights.
17. 3. demonstrates his ability to cross streets properly.
18. 4. names the dangers of playing in the street.
19. 5. gives two rules for safe bicycling.
20. 6. gives two safety rules to be followed while in the neighborhood.

Unit: Health Objective (33): The student demonstrates his ability to use public drinking fountains properly.

Area: Sanitation

Materials

Teaching Strategies

Teacher: Draw cartoons showing bad and good water fountain behavior

Show cartoons of bad and good water fountain behavior. Have students act both types of behavior out. Go out to water fountain and see if they can drink correctly.

Additional Resources:

Unit: Health
Area: Sanitation

Objective (34): The student identifies the person who removes garbage and trash.

Materials

Teaching Strategies

Pictures of garbage men and their trucks, etc.

Show pictures of sanitation men and how they work. Have students pick their pictures out from several different types of workers. Find out when garbage is picked up at your school and go out with class and observe it. Ask men questions about their truck, etc.

Additional Resources:

Unit: Health
Area: Sanitation

Materials

Objective (31): The student demonstrates his ability to use public restrooms properly.

Teaching Strategies

Go over how to behave and what to do in a public restroom. Go to restroom, or get janitor to go in with boys and observe their behavior.

Additional Resources:

Unit: Health
Area: Sanitation

Materials

Lectures of fountains,
drinking fountains in
the school.

Teaching Strategies

Objective (32): The student identifies public drinking fountains.

Discussion on what drinking fountains are and why we have them, public service for thirsty people. Show them a picture of a drinking fountain and ask whether anyone has seen or used one before, and where. Then take a trip to the one at school and let everyone get a drink. Once back in the classroom discuss how we use the fountains only for drinking and that our hands and mouths should never touch the water spout. Also they are not a toy to play with.

Additional Resources:

Unit: Health
Area: Health Knowledge

Objective (29): The student tells why the dentist is a friend.

Materials
Film strip on dentists.
Visit from dentist.
Class discussion.

Teaching Strategies
Show film on dentists and how they help save teeth. Have dentist come and visit the class. Talk about how they are friends because they help us.

Additional Resources:

Unit: Health
Area: Sanitation

Objective (30): The student identifies public rest rooms.

Materials
Show cards with im-
portant words on

Teaching Strategies
Pull out cards reading Men and Women. Go over these words. Also review Boys and Girls. Go to restroom in school and find the word. Discuss how gas stations, bus station, etc. all have restrooms, and can be identified by the words reviewed.

Additional Resources:

Unit: Health
Area: Health Knowledge
Objective (27): The student tells why the doctor is a friend.

Materials	Teaching Strategies
Visit to the County Health Clinic, film strips.	Discuss film strips on doctors and nurses and how they are our friends because they help us. Visit the County Health Clinic so the children can meet a doctor, or invite him to the room to visit.

Additional Resources:

Unit: Health
Area: Health Knowledge
Objective (28): The student identifies the dentist.

Materials	Teaching Strategies
Pictures of dentist.	Student points out dentist from a series of health-helper pictures. Talk about some of the things a dentist does, equipment he uses, how he dresses, etc.

Additional Resources:

Unit: Health Objective (25): The student tells why the school nurse is a friend.

Area: Health Knowledge

Materials

First Aid equipment,
School nurse.

Teaching Strategies

Tell about all the first aid equipment, let children handle it, even use it on each other. Stress that these things help students because they make them well. The school nurse uses these things too, and she's a friend for doing it. She can come visit and do first aid on the students who need various things.

Additional Resources:

Unit: Health Objective (26): The student identifies the doctor.

Area: Health Knowledge

Materials

Pictures of doctor.

Teaching Strategies

Show pictures of a doctor. Discuss what he wears, what he carries (his black bag, etc.). Have students pick out the doctor from a series of health-helpers.

Additional Resources:

Unit: Health
Area: Mental Hygiene

Objective (23): The student names some people that can help him.

Materials	Teaching Strategies
Pictures of a doctor, nurse (school), dentist, garbage man, lunchroom dietitian, health aid.	Have bulletin board in room showing "People Who Help Us Stay Healthy". Discuss each person and how they help. Let each child or groups of children choose one helper and dramatize the role.
Pictures of the above people.	Place pictures along chalkboard ledge. Then make up unfinished statements about each helper, i.e., 1. I take the trash away from your house. I am the _____. The child goes to the chalkboard and shows the class the picture. 2. I serve you hot food each day at school. I am your _____. Have a resource person come to class and discuss with children his role in helping keep them healthy.
Resource people-doctor-nurse-dentist-etc.	

Additional Resources:

Unit: Health Area: Health Knowledge Materials Pictures of school nurse. School nurse.	Objective (24): The student identifies the school nurse. Teaching Strategies Show pictures of a school nurse and discuss her job. Put assorted pictures of people on the board, ask students to point out the school nurse. Invite the school nurse in for a visit. Have her talk about what she does - bring some "equipment" to show the students what she uses in her job.
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Additional Resources:

Additional Resources:

Unit: Health

Area: Mental Hygiene

Objective (22): The student understands who can have babies.

Materials

Teaching Strategies

Worksheet, matching those which can have babies. Pictures of:

Look at the picture of the mother dog. Can she have babies? Yes. What's another name for the mother dog's baby? Yes, puppies. Draw a line from the mother dog to the puppies. Let students draw lines - match other pictures.

Dog
Cat
Ball
Car
Chicken
Man
Mother
Puppies
Chicks
Kittens
Baby

Additional Resources:

Additional Resources:

Unit: Health Objective (20): The student can identify a nurse and doctor.
Area: Disease Prevention

Materials	Teaching Strategies
Let students cut out pictures of doctors and nurses from magazines. People and their jobs - match up game. Film: Helpers In Our Community. Nurse Kit.	The teacher can introduce the community helpers. The teacher can invite a nurse and/or doctor to explain their duties. If the above is not feasible, the teacher can present a picture of a nurse and doctor to the class, give each duty of each, explain what these helpers wear to work, kinds of buildings they work in. Show films pertaining to each. Let the student play the role of each.

Additional Resources:

Unit: Health Objective (21): The student identifies differences between any two people.

Area: Mental Hygiene Materials	Teaching Strategies
Magazine pictures showing people from other countries. Children themselves.	Place the pictures on the blackboard. Have children observe pictures and identify the differences they see. Have children discuss the various differences that exist between the various members of their class.

Unit: Health Objective (18): The student identifies when he is ill.
Area: Disease Prevention

Materials	Teaching Strategies
Pictures of ill people, film on illness, nurse or doctor (re-source of illness).	The student dramatizes the expression of illness. The student will respond to how each picture seems to him.

Additional Resources:

Unit: Health Objective (15): The student names some of the causes for illness.

Area: Disease Prevention

Materials	Teaching Strategies
Film "How to Catch a Cold".	After showing film ask how illness is spread through contact with someone who has a cold.
Show other films, film-strips and pictures showing proper way to blow your nose, how to cover a cough, washing hands before eating etc. Films on proper diet.	Discuss proper diet and health. Discuss diseases such as measles, mumps, chicken pox etc. Point out examples of children in the class who have had these illnesses and ask for discussion on how these diseases are spread. The teacher may ask children to find pictures showing examples of foods good for you and foods that don't contribute to good health. Also they may find pictures of good pictures of good and poor health and cleanliness habits.
Get a microscope and show children how germs look. Also show a clean hand and a dirty hand under microscope.	Ask questions such as: 1. Should we drink from same cup as another? 2. Why should we wash hands before eating.

Unit: Health Objective (16): The student demonstrates his ability to use the toilet appropriately.

Area: Personal Hygiene

Materials

No materials needed.

Teaching Strategies

Take boys into bathroom and discuss with them what a urinal is and the importance of flushing and cleanliness to prevent germs from spreading. Do the same with girls.

Pictures of toilet tissue, facial tissue, rocks, paper towels, tempera paints.

Discuss with students problems of throwing things in a commode which will cause the commode to function improperly. With very young children you might show them picture of different articles such as toilet tissue, facial tissue, tempera paint etc.; rocks, paper towels, and let children pick out the articles which could be flushed.

Additional Resources:

Unit: Health

Area: Personal Hygiene

Objective (17): The student demonstrates his ability to let his teacher know when he doesn't feel well.

Materials

Pictures of people sick and well. Discuss symptoms of each.

Teaching Strategies

The students will give teacher example of what to say or do if they become ill. Have children do "role playing" activities, acting out symptoms of illness.

Additional Resources:

Unit: Health
Area: Personal Hygiene

Objective (U): The student identifies the major parts of his body.

Materials

Teaching Strategies

1. Experience chart of body parts composed of magazine pictures of these parts.
2. Roster of a child.

Using a large poster of a child, ask individual children to come up and point to various parts of the body - head, hands, legs, feet, hair, eyes, mouth, nose, ears, and fingers. As each part is shown, children find the part on their own bodies. In unison, say the name of the part.

Additional Resources:

Unit: Health
Area: Personal Hygiene

Objective (U): The student demonstrates his ability to use the bathroom regularly.

Materials

Teaching Strategies

- Depending on age and ability of group -
- graph paper, construction paper, chart paper.

Discuss with children reasons why we should use the bathroom regularly, i. e. 1. Make us feel better. 2. Keeps us from becoming sick. 3. Important for healthy organs, kidneys, etc. Have children make individual graphs (type of graphs will be determined by ability of child). Each child will chart on graph for a week the frequency or time that he or she uses bathroom. After a week the child should be able to look at graph and determine his pattern or bathroom routine. This graph is only for use in pointing out to child the importance of establishing routine bathroom habits.

Additional Resources:

Additional Resources:

Unit: Health
Area: Personal Hygiene

Materials

Doll clothes, dolls.

Teaching Strategies

Discuss with the class the importance of wearing clean clothes, especially underwear and socks. Have two dolls pre-dressed, one with clean clothes, the other with soiled clothes. Let the children discuss which doll looks the best and which they would rather be. Each child will check his clothing every morning and mark his chart as to whether any article of clothing is clean or soiled.

Chart for each child to keep for a week. The chart will have small drawings of clothing and columns to mark daily.

Additional Resources:

Additional Resources:

Unit: Health
Area: Personal Hygiene
Objective (11): The student demonstrates his ability to use a handkerchief when sneezing and coughing.

Materials

Teaching Strategies

Flannel board - colorful figures (stick).

Tell, via flannel figures, the story of The Boy With Cough. Ask the class if the boy looks healthy (sick or well). Establish that he has a very bad cold, and have the class tell the story of the boy as he goes through the school day. 1. Coughing on a crowded school bus. 2. Leaving dirty tissues on his desk. 3. Sneezing at the lunch table. Have children discuss each situation and tell what the boy should do to practice good health habits.

Magazines, construction paper.

Talk about the importance of preventing germs from spreading by covering mouth while coughing and use tissues. Have children look in magazines for pictures depicting people with colds who are practicing these health habits. Children are to cut out picture and glue on construction paper and then make up a story about their picture. Story to be presented in oral or written form.

Additional Resources:

Unit: Health
Area: Personal Hygiene
Objective (12): The student demonstrates his ability to brush his teeth properly and regularly.

Materials

Teaching Strategies

1. Tooth brush with white teeth staining tablets, if possible.
2. Chart with students' names.

Discuss the idea that bits of food cling to our teeth after eating, which causes cavities. Have children chew tablets and look at stained teeth. Demonstrate correct movements of brushing down on upper teeth, up on the lower teeth, brushing the top surfaces of the teeth as well as the insides. Let children brush teeth and see difference. Keep a "Happy Mouth" chart and periodically check teeth in the classroom. Reward by putting a smiling tooth next to their name for that day.

Unit: Health Objective (9): The student demonstrates his ability to keep his hands, face and body clean.

Area: Personal Hygiene

Materials

Mirror at child's level.
Dressing table (orange crate). Comb, sink, tooth brush, small bars of soap.

Teaching Strategies

Teacher demonstration of getting ready for the day - care of face, hands, hair, teeth, etc.
Allow actual practice in front of mirror, with teacher help. Child, through practice, learns proper habits.

Additional Resources:

Unit: Health

Area: Personal Hygiene

Materials

Spoon, hairpin, pencil, gum, candy, marble, crayon, button, piece of balloon, tack, straight pin (materials may be in picture form or real objects). Scissors, knife, nail, ear swab, thumb. Magazines.

Teaching Strategies

Objective (10): The student demonstrates his ability to keep fingers and objects out of his mouth, eyes, ears, and nose.

Place two boxes in front of room. On both boxes draw or glue pictures of a mouth, ear, nose, and eyes. Label this box "Keep Out of Me". Label the other box "Put In Me". Have children decide which object should go where and discuss why.

Have children cut out pictures of objects and place them in correct box above. After each child has made his contribution, take the pictures out and discuss the reason for classification of each picture.

Additional Resources:

Unit: Health	Objective (7): The student demonstrates his ability to perform two different exercises.
Area: Maintaining General Fitness	
Materials	Teaching Strategies
Open space.	Teach the class the exercise song "Head, shoulders, knees and toes". Have student lead song and do the exercise described in the song.
Song.	At periodic times in the day stop and have an exercise period. Allow student to pick and lead the class in an exercise. Rotate leaders.

Additional Resources:

Unit: Health	Objective (8): The student names places where he plays.
Area: Maintaining General Fitness	
Materials	Teaching Strategies
Pictures of children playing at various places.	Discuss the places where children play. Talk about the assorted pictures. Elicit from the children those places where each plays.

Additional Resources:

Unit: Health

Learning Objectives: General Fitness

Objective (5): The student tells why it is not good to eat too many sweets.

Materials: Chart, pictures of decayed teeth, pictures of small, tired-looking children, pictures of healthy children

Teaching Strategies

The teacher presents the charts and pictures; questions the children about them and points out the bad teeth, the pale children (who eat too many sweets) and has them compare the unhealthy and healthy children. The student discusses which foods to avoid and which foods to use for between meals snacks. They learn the importance of keeping clean teeth (proper brushing technique). They learn the importance of feeling good because they eat right, that sugar gives a quick surge of energy but doesn't last, how fruit and protein are better.

Additional Resources:

Area: Maintaining General Fitness

Materials

Clock or clock face on a paper plate with movable hands. Chart of hours of day, broken into segments for daily activities. Pictures of children eating, sleeping, playing, going to school, after enough sleep, without enough sleep (the cranky child).

Objective (6): The student receives eight hours sleep each night.

Teaching Strategies

The teacher shows the pictures, the chart and the clock face. These are discussed thoroughly and the need for a sufficient amount of sleep is emphasized.

Unit: Health Objective (3): The student demonstrates his ability to chew his food properly.
 Area: Maintaining General Fitness

Materials	Teaching Strategies
	Put the child across from you in the lunchroom while he's eating his lunch. Observe him eating and see if he chews well, with mouth closed, before he swallows. (Can practice chewing by giving him a stick of gum and let him watch himself in a mirror). Also encourage chewing rather than washing food down with lots of liquids.

Additional Resources:

Unit: Health Objectives (4): The student demonstrates his ability to eat his food neatly.
 Area: Maintaining General Fitness

Materials	Teaching Strategies
Table place settings, different types of food, pictures of sloppy eaters, pictures of neat eaters.	Discuss both sets of pictures. Have student demonstrate the proper way to eat particular food such as soup, chicken etc. Observe in lunchroom and reinforce appropriate behavior.

Additional Resources:

Unit: Health Objective (1): The student names the three daily meals.
 Area: Maintaining General Fitness

Materials	Teaching Strategies
1. Pictures of various foods for the three meals. 2. Paper plates. 3. Clock face and hands.	Discuss the three daily meals and what the students are accustomed to eating at each. Discuss the necessity of choosing a variety of foods from the four basic food groups: Dairy, Meat, Fruit and Vegetables, and Grains. Let students assemble pictures of the food on paper plates classifying them as to which meal each was intended to be. Using a clock, ask the students to state what meal a person would most likely be eating at a particular time.

Additional Resources:

Unit: Health Objective (2): The student demonstrates his ability to eat quietly.
 Area: Maintaining General Fitness

Materials	Teaching Strategies
Place settings set in room. Candy or animal cracker reinforcers.	Have children play the "Quiet Game". Make believe you are in the lunchroom or in a restaurant. Have children make believe they are eating, drinking, quietly talking. Reinforce the fact that they be quiet in their actions with reinforcers. Reinforce appropriate behavior while in lunchroom.

Additional Resources:

EXCEPTIONAL CHILD EDUCATION PROGRESS REPORT - HEALTH

LEVEL A

Pupil's Name _____

B. D. _____

Skill Area

Specific Objectives

	1	2	3	4	5	6	7	8	9	10
Maintaining General Fitness									*	*
Personal Hygiene										*
Disease Prevention				*	*	*	*	*	*	*
Mental Hygiene				*	*	*	*	*	*	*
Health Knowledge							*	*	*	*
Sanitation						*	*	*	*	*

HEALTH

Level A

Maintaining General Fitness

The student:

1. 1. names the three daily meals.
2. 2. demonstrates his ability to eat quietly.
3. 3. demonstrates his ability to chew his food properly.
4. 4. demonstrates his ability to eat his food neatly.
5. 5. tells why it is not good to eat too many sweets.
6. 6. receives eight hours sleep each night.
7. 7. demonstrates his ability to perform two different exercises.
8. 8. names places where he plays.

Personal Hygiene

The student:

9. 1. demonstrates his ability to keep his hands, face and body clean.
10. 2. demonstrates his ability to keep fingers and objects out of his mouth, eyes, ears, and nose.
11. 3. demonstrates his ability to use a handkerchief when sneezing and coughing.
12. 4. demonstrates his ability to brush his teeth properly and regularly.
13. 5. demonstrates his ability to wear clean socks and underwear if possible.
14. 6. identifies the major parts of his body.
15. 7. demonstrates his ability to use the bathroom regularly.
16. 8. demonstrates his ability to use the toilet appropriately.
17. 9. demonstrates his ability to let his teacher know when he doesn't feel well.

Disease Prevention

The student:

18. 1. identifies when he is ill.
19. 2. names some of the causes for illness.
20. 3. can identify a nurse and doctor.

Mental Hygiene

The student:

21. 1. identifies differences between any two people.
22. 2. identifies who can have babies.
23. 3. names some people that can help him.

Health Knowledge

The student:

24. 1. identifies the school nurse.
25. 2. tells why the school nurse is a friend.

Health Knowledge (Continued)

- 26. 3. identifies the doctor.
- 27. 4. tells why the doctor is a friend.
- 28. 5. identifies the dentist.
- 29. 6. tells why the dentist is a friend.

Sanitation

The student:

- 30. 1. identifies public rest rooms.
- 31. 2. demonstrates his ability to use public rest rooms properly.
- 32. 3. identifies public drinking fountains.
- 33. 4. demonstrates his ability to use public drinking fountains properly.
- 34. 5. identifies the person who removes garbage and trash.

Additional Resources:

Unit: Physical Education **Objective (5):** The student demonstrates his ability to roll his body in a ball in a controlled manner.

Materials

Mats.

Teaching Strategies

Have student squat and grasp knees with arms to form a ball. Practice falling over in various directions while remaining in ball. Practice rolling in various directions. Teach forward roll by having student squat, place palms on floor, tuck chin down and roll over forward. Add a little push off with feet to complete roll.

Additional Resources:

Unit: Physical Education Objective (6): The student demonstrates his ability to run a track or obstacle course without a change of pace.

Materials	Teaching Strategies
Timer. Objects to be used for an obstacle course.	Beginning Activities. Have pupil do the following: a. Running in place: assume relaxed stance. Begin slow run in place. Gradually increase pace to hard run, bringing knees high. Return to original slow pace. b. Timed run in place: Run in place while counting to 100. Run in place for one minute. Two minutes, three minutes. Run to music. c. Aisle run: Run up and down aisles without falling, while being timed. d. Self race: Run around school, field, track, etc., keeping record of time and distance. e. Maze run: Teacher lays out maze or obstacle course in classroom or on field for timed running.

Additional Resources:

Unit: Physical Education Objective (7): The student demonstrates his ability to jump simple obstacles without falling.

Materials	Teaching Strategies
Jump rope, chair, hopscotch course.	1. Beginning Activities: a. Jumping together: Face child and hold hands. Jump together while counting to ten. b. Jumping line: Pupil jumps back and forth over line four times (crack, tape, etc.) for a given number of times. c. One foot jump: Pupil jumps back and forth over line four times on right foot, then left foot, and repeats. d. Chair jump: Children hold chair while pupil jumps from seat of chair to a line drawn or indicated on the floor. e. Standing jump: Jump forward for distance from standing position. f. Hopscotch: Lay out course, teach rules, and test pupil on proficiency; keep record.

Additional Resources:

Unit: Physical Education Objective (8): The student demonstrates his ability to land from a jump in a coordinated fashion.

Materials	Teaching Strategies
Tire, chair	Tire jump - Jumps on and off and in and out of tires; after practice, extend to chair. Children hold chair while pupil jumps from seat of chair to a line drawn or indicated on the floor.

Additional Resources:

Unit: Physical Education Objective (9): The student demonstrates his ability to walk a balance board in assorted ways in a coordinated fashion.

Materials	Teaching Strategies
1. Line on the floor. 2. Balance beam. 3. Gallon jugs and water.	Practice playing walking on a tightrope along the floor. Extend to the balance beam. 1. Walk forward, have pupil gradually increase speed as accuracy develops. 2. Walk backward, have pupil gradually increase speed as accuracy develops. 3. Walk sideways, gradually increase speed as accuracy develops. 4. Use a mixture of the first three. 5. As proficiency increases add weights to hands (water in gallon jugs).

Additional Resources:

Unit: Physical Education Objective (10): The student demonstrates his ability to hop for short distances using both feet.

Materials	Teaching Strategies
	Have individual stand with both feet together and keeping them together jump forward one step. Repeat procedure. Increase number of feet-together--hop-forwards.

Additional Resources:

Unit: Physical Education Objective (11): The student demonstrates his ability to walk on assorted walking patterns in a coordinated fashion.

Materials	Teaching Strategies
Assorted footprints made of oil cloth, left foot one color, right foot another color.	Teacher places footprints out on floor spacing apart for normal walk. Have pupil walk the pattern. Teacher changes spacings and have student walk pattern.

Additional Resources:

Unit: Physical Education	Objective (12): The student demonstrates his ability to move his body in an integrated way around and through objects in a spatial environment.
Materials	Teaching Strategies
Finger Play Poems for Children, Finger Fun, Palfrey's School Supply Co., 7715 E. Garvey Blvd.	<ol style="list-style-type: none">1. Beginning Activities.<ol style="list-style-type: none">a. Finger plays: Introduce elementary finger plays and poems. Teach advanced body position poems using Finger Fun or similar books.b. Spontaneous body organization: Children take turns calling out names of animals (monkey, elephant, lion, etc) and other pupils imitate animal positions.c. Climbing: Teacher gives directions: Climb on the table. Climb around the chair. Climb under the table. Climb in the box. Climb over the chair. Climb through Billy's legs.d. Record activities: Assume body position as directed in record, Developing Body-Space Perception Motor Skills, and similar recordings.e. Maze walk: Pupil walks through simple classroom chair maze without bumping.

Additional Resources:

Unit: Physical Education	Objective (13): The student demonstrates his ability to gallop in a coordinated fashion.
Materials	Teaching Strategies
None.	Horse gallop: Runs like a galloping horse after demonstration; while running alternately slaps chest with left hand, right thigh with right hand to give galloping noise.
Additional Resources:	

Unit: Physical Education	Objective (14): The student demonstrates his ability to throw an object with a reasonable degree of accuracy.
Materials: Texture ball, beanbag, horseshoes, wastebasket.	Teaching Strategies <ul style="list-style-type: none"> a. Texture ball Skills: <ul style="list-style-type: none"> a. Texture ball ball throw: Using an infant sponge or texture ball, child begins with underhand toss to friend standing close by. Gradually extend distance as accuracy improves. Move to overhand throw. b. Texture ball basketball: Use shoe box with bottom removed. Tape to wall for indoor basketball. c. Texture ball tag: Play dodge ball, dividing class into two teams. Last child standing wins, as class child able to hit the most players. d. Ring toss games: Play indoor quoits, horseshoes, etc., requiring different throwing skills. e. Beanbag toss: Practice throwing, using large holes as target. Use beanbags for pitching games to see who can come closest to a line or floor marker. f. Paper throw: Pupil crumples paper into paper balls and "shoots" them into wastepaper basket placed in corner.
Additional Resources:	

Unit: Physical Education Objective (15): The student demonstrates his ability to perform basic exercises to build strength, flexibility and endurance.

Materials	Teaching Strategies
Role.	<p>a. Crouch and jump: Crouch low and jump high. Repeat several times. b. Role hang: Hang with two arms from a pole while being timed. c. Foot push: With hands in air, partners sit and place feet against feet and push. d. Hand push: Partners face one another and push against hands while trying to remain in stable position. e. Arm circles: With arms straight out begin with small circles, gradually get larger; both forward and backward movements. f. Torso: With arms over head and feet spread, bend from waist and move torso about in wide circles.</p>

Additional Resources:

Unit: Physical Education Objective (16): The student demonstrates his ability to perform bending and stretching movements.

Materials	Teaching Strategies
	<ol style="list-style-type: none"> 1. Windmill: Touch right hand to left toe, left hand to right toe, etc. 2. Birds Learning to Fly: Stretch one wing and then the other. Jump off the ground and flap wings. Drink water at the brook. Peck at the ground, etc. 3. Bear Walk: Bend over and place hands on the floor. Walk on hands and feet without bending knees or elbows. Pupils imitate the slow, lumbering gait of a bear using appropriate hip and shoulder action. 4. Airplane: Stand erect with arms extended out to sides and shoulder height. Move fast while making airplane sound. Tip to left and right. Take off and land etc.

Additional Resources:

Unit: Physical Education	Objective (17): The student demonstrates his ability to perform pushing and pulling movements.
Materials Rope, chair, 2 children.	Teaching Strategies Have two children play tug-o-war learning that they are pulling on each end of the rope. Tell them that to pull you have to move the object toward your body. Then have the children get behind a chair and push it across the room. Then tell them if they are to push, they will push the object away from their bodies.

Additional Resources:

Unit: Physical Education	Objective (18): The student demonstrates his ability to perform twisting and turning movements.
Materials Twister board. Game Twister.	Teaching Strategies Demonstrate twisting and turning exercises and have students perform them. Have students lead group in exercises making up twisting and turning movements. This is a pre-emptive individual with balance have him twist and turn on twisting board. Play game Twister.

Additional Resources:

Unit: Physical Education	Objective (19): The student demonstrates his ability to move his body forward, backward, up, and down upon command.
Materials	Teaching Strategies
Record player.	Many games may be useful here: Jack 'n Box, Leap Frog, or any game in which the child moves his body up and down. Use verbal reinforcement to stress his concept of up and down. Mother May I would be good for reinforcing his concept of forward, backward. Walking patterns, "Walking the Tight Rope" and others may also be used to reinforce this. Also stress the child's knowledge of his body. If he does not know the front of his body from the back, one is building the roof instead of the foundation.

Additional Resources:

Unit: Physical Education	Objective (20): The student demonstrates his ability to balance himself in an assorted fashion on both three points and four points.
Materials	Teaching Strategies
Mat. Clorox bottles filled with various levels of water.	Demonstrate and have student perform various three point balance positions: two feet and hand, two hands and foot, two feet and head, etc. Extend period of balance. Add weight to develop control of balance. Repeat procedure for four point balance, two feet and two hands, two feet, hand and head, two hands, head and foot etc. Repeat, extending time period and weight for control.

Additional Resources:

Unit: Physical Education Objective (21): The student demonstrates his ability to balance himself in an assorted fashion on both one point and two points.

Materials	Teaching Strategies
Mat. Clorox bottles filled with various levels of water.	Demonstrate and have student perform various one point balance positions: left foot, right foot. Extend period of balance. Add weight to hand to develop control of balance. Repeat procedure for two point balance: hand and foot, two hands (placed palm down between legs in squatting position), hand and knee, etc. using any two points. Repeat, extending time period and weight for control.

Additional Resources:

ART

Level A

Drawing

The student:

1. 1. demonstrates his ability to properly manipulate large crayons and primary pencils.
2. 2. demonstrates his ability to manipulate in circular patterns crayons being held in both hands.
3. 3. demonstrates his ability to use a crayon three different ways.
4. 4. is able to produce a relief picture using crayon rub.
5. 5. produces a picture while using crayon resist.
6. 6. demonstrates his ability to etch a picture with chalk into wet tempera paint.

Painting

The student:

7. 1. demonstrates his ability to hold a paintbrush in the correct way.
8. 2. demonstrates his ability to use a paintbrush three different ways to produce a picture in tempera paint.
9. 3. demonstrates his ability to manipulate his hand in one color fingerpaint to produce a picture.
10. 4. demonstrates his ability to manipulate his hands in colors of fingerpaint to produce a picture.
11. 5. paints a picture using red, yellow, and blue tempera paint and identifies the colors red, yellow, blue, green, and orange as they appear in his picture.
12. 6. produces a painting using a variety of tempera colors and identifies the colors.
13. 7. demonstrates his ability to clean up his area and brush after a painting activity.
14. 8. orally names his painting or the objects in his painting.

Form and Construction

The student:

15. 1. demonstrates his ability to tear colored paper for the production of a collage.
16. 2. demonstrates his ability to cut paper with scissors.
17. 3. demonstrates his ability to cut colored paper for the production of a collage.
18. 4. demonstrates his ability to produce a collage out of assorted materials.
19. 5. demonstrates his ability to make a simple mobile (with aid in the tying).
20. 6. produces assorted shapes with modeling clay.
21. 7. demonstrates his ability to manipulate clay while using assorted objects for designs.

- 22. 8. produces a simple clay pot.
- 23. 9. demonstrates his ability to decorate with paint his simple pot.
- 24. 10. produces a paper woven mat.
- 25. 11. decorates a picture with a simple woven border.
- 26. 12. produces a colored string and glue picture.

Graphics

The student:

- 27. 1. demonstrates his ability to manipulate his hands in one color of fingerpaint on a table to form a negative picture for a monoprint.
- 28. 2. demonstrates his ability to manipulate his hands in colors of fingerpaint on a table to form a negative picture for a monoprint.
- 29. 3. produces a gadget and tempera print picture.
- 30. 4. produces a print picture using pre-cut designed vegetables.
- 31. 5. produces a print painting using feet and hands.
- 32. 6. produces a print picture using tempera and natural objects.

EXCEPTIONAL CHILD EDUCATION PROGRESS REPORT - ART

LEVEL A

Pupil's Name _____

B. D. _____

Skill Area

Specific Objectives

	1	2	3	4	5	6	7	8	9	10	11	12	13
Drawing							*	*	*	*	*	*	*
Painting									*	*	*	*	*
Form and Construction													*
Graphics							*	*	*	*	*	*	*

Art
Area: Drawing
Objective (1): The student demonstrates his ability to properly manipulate large crayons and primary pencils.

Materials	Teaching Strategies
Large primary color crayons, large primary pencils, manila drawing paper, wide lined paper.	Pupil should proceed with large primary crayons using manila drawing paper proceed to make pictures of their own design. Teacher should oversee procedure correcting hand positions if necessary. Pupil may use large primary pencils in the same way using wide lined paper and writing letters and words.
Primary pencils, large crayons, patterns w/large objects to color and stay in the lines, paper w/large lines to trace with pencil.	Have large pictures of fruit or objects to color and stay in side of lines with crayons. Use writing paper and large pencil have straight and circle lines or dots for them to trace.
Additional Resources:	

Unit: Art Area: Drawing	Objective (2): The student demonstrates his ability to manipulate in circular patterns crayons being held in both hands.
Materials	Teaching Strategies
Wax crayons, manila drawing paper.	Student will take a crayon in both hands and using a circular movement will make a design to his liking. He can experiment with holding the crayons in different positions and using varying pressures.
	Child must draw a snowman using circular patterns. A crayon is placed in his left hand and a crayon in his right hand. The crayon in the left is used to make the body. Crayon in the right hand to make the head. Smaller circular patterns make the arms.

Additional Resources:

<p>Unit: Art Area: Drawing</p>	<p>Objective (3): The student demonstrates his ability to use a crayon three different ways.</p>
<p>Materials</p>	<p>Teaching Strategies</p>
<p>Wax crayons unwrapped, construction paper, 12x18"</p>	<p>Student will experiment with crayons using sharp point for thin lines, blunt end for heavy wide line and sides for large areas giving shaded area effect. Student can combine these three ways to experiment with color gradation and color combining.</p>
<p>Crayons, construction paper, objects with rough or uneven surface.</p>	<p>Teacher instructs class in making landscape. Sky and ground are made by using side of crayon. Trees, shrubs, etc. are made by using end of crayon. Fence is made by using crayon which has notches cut in side of it. Texture surface may be made by using certain surfaces under the paper and coloring over it with side of crayon.</p>

Additional Resources:

Art
Area: Drawing

Objective (4): The student is able to produce a relief picture using crayon rub.

Materials	Teaching Strategies
Newsprint, geometric shapes from light cardboard, crayons.	Shapes are placed under newsprint. Child takes long edge of crayon and rubs over the shape - indentation of shape remains. Can be incorporated into math lesson as shapes are identified.
Construction paper, crayons, materials from nature, leaves, stems, etc.	Teacher demonstrates process of crayon rub. Students duplicate process. Students create picture using process and variety of materials.

Additional Resources:

Unit: Art Area: Drawing	Objective (5): The student produces a picture using crayon resist.
Materials	Teaching Strategies
Crayons, paint brush, paper, tempera.	Have students draw a picture with crayons. After they have drawn picture, they paint over picture with the tempera paint. This method should be demonstrated by teacher before students attempt to do it.
Crayons, tempera paint, paper, paint brush.	Child draws a picture of fish using crayons, underwater plants, etc. in aquarium an underwater scene. After drawing the picture, the child paints over the picture with blue tempera or color mixed to resemble the color of water.

Additional Resources:

Unit: Art Area: Drawing	Objective (6): The student demonstrates his ability to etch a picture with chalk into wet tempera paint.
Materials Large manila paper, white tempera paint, brushes (2"), large pieces pastel chalk.	Teaching Strategies Demonstration before child actually uses materials. Child covers paper with paint using brush. Child then is free to draw picture or design using chalk. Child will experience use of different art materials and develops eye - hand coordination and tactile sensation.

Additional Resources:

Unit: Art Area: Painting	Objective (7): The student demonstrates his ability to hold a paint brush in the correct way.
Materials Paint brush, paper, water, paint (tempera).	Teaching Strategies Place brush in student's hand and have student "paint" with water. As student progresses have him use paint so that he can demonstrate that he can use brush properly.
Paint brush, art paper.	The teacher through continuous demonstrations and explanations teaches the child to learn the correct way of using a paint brush. Whenever the teacher sees the student holding the brush wrong, she shows the proper or correct way of holding it.

Additional Resources:

Unit: Art Area: Painting	Objective (8): The student demonstrates his ability to use a paintbrush three different ways to produce a picture in tempera paint.
Materials Paper, brushes, tempera paint, newspapers, clean-up facilities.	Teaching Strategies Give each student a sheet of paper, a brush, and a choice of paint colors. Instruct students in use of the brush to create at least three different effects. Examples are short strokes, long strokes, dots, stippling, swirls. Newspaper should cover whatever surface is being used.
Additional Resources:	
Unit: Art Area: Painting	Objective (9): The student demonstrates his ability to manipulate his hand in one-color finger paint to produce a picture.
Materials Finger paint, finger paint paper, newspapers, clean-up facilities.	Teaching Strategies Spread newspaper over working surface and distribute finger paint paper to students. The teacher may provide a choice of finger paints from which the student can select one. The student is instructed to use only one hand, in as many ways as possible, to paint a picture.

Additional Resources:

Unit: Art Area: Painting	Objective (10): The student demonstrates his ability to manipulate his hands in colors of finger paint to produce a picture.
Materials Finger paint, formica topped table, clean-up materials.	Teaching Strategies Teacher puts finger paints on table. Child takes his two hands and places each into a different color of his choice. On his designated area of table he manipulates his hands alternating them to begin in the production of a painting on the table. Allow freedom of movement of hands. Have student move hands simultaneously. After picture is completed teacher can lift picture off table (negative print) by placing paper onto paint, smoothing picture out and carefully lifting paper off table. Clean tables and hands.

Additional Resources:

Unit: Art Area: Painting	Objective (11): The student paints a picture using red, yellow, and blue tempera paint and identifies the colors red, yellow, blue, green and orange as they appear in his picture.
Materials Paper, brushes, tempera paint, red, yellow, blue, newspaper.	Teaching Strategies Give each student paper, brushes, and red, yellow, and blue tempera paints. Instruct students to paint a picture using these three colors. Have students identify red, yellow, blue, green and orange as they appear during the blending of colors; close supervision will necessitate a small group.

Additional Resources:

Unit: Art
Area: Painting
Objective (12): The student produces a painting using a variety of tempera colors and identifies the colors.

Materials

Paper, thick paint brushes (1/2 inch). Red, blue, green, yellow tempera paints, as many as desired. Water.

Teaching Strategies

Show the colors. Discuss and identify the colors. Demonstrate proper use of paint and brush technique. (Dip brush into paint, wipe off excess paint on edge of paint can). Proper stroking of brush, running colors together, cleaning brushes in water before using another color. Pass out paper. Proceed: 1. Experience use of painting with brush and tempera. 2. Produces a pleasing picture. 3. Names the paint colors used from experiencing working with them. 4. Uses more than one color in producing his picture. 5. Names colors formed from blends.

Additional Resources:

Unit: Art
Area: Painting

Objective (13): The student demonstrates his ability to clean up his area and brush after a painting activity.

Teaching Strategies

Materials

Paint brush, paper towel, water.

The student will go to the bathroom alone and wash his brush and if necessary return with a damp paper towel. He will return with a clean brush and proceed to clean his desk with the damp towel (if necessary) and will dry his desk with a cloth from the room. If the brush is clean and his painting area in order he has demonstrated his ability to clean up after a painting activity.

Paints, paint brush.

After an art activity, involving a paint brush and paints has taken place, ask the class to form a circle in center of floor - leaving all materials to be cleaned up. Ask who in the group knows what they all forgot after the art lesson - - elicit "We forgot to clean up." Have one or a few children explain what needs to be done to clean up. Have each child go through the steps of cleaning up his or her individual mess. When all have completed, make an experience chart of "how to clean up after painting".

Additional Resources:

Unit: Art

Area: Painting

Objective (14): The student orally names his painting or the objects in his painting.

Materials

Teaching Strategies

A finished picture of tempera paints.

Game: Let's Guess. Each student stands before the class holding his picture. He tells them the setting or main idea and then they must guess objects etc. At the end he tells the class each object and then see if they came close to guessing. Student then gives a name to his painting.

Additional Resources:

Unit: Art
Area: Form and Construction
Objective (15): The student demonstrates his ability to tear colored paper for the production of a collage.

Materials	Teaching Strategies
Glue, colored paper (scraps), colored newsprint for Primary, old cards, newspapers, magazine pages.	Ask child to tear paper and glue onto a large piece of construction paper to make a picture. The picture may be just pleasing color arrangements or pictures of something (house, etc.).

Additional Resources:

Unit: Art
Area: Form and Construction
Objective (16): The student demonstrates his ability to cut paper with scissors.

Materials	Teaching Strategies
Scissors, dittoed paper with straight lines on them, dittoed paper with gentle curves on them.	Have individual finger cut air with first and second finger, on dominant hand. Have student practice pinching air with dominant hand palm up using thumb and fingers. As student is able, slip in a pair of scissors and have individual cut air. Have student practice cutting, using scissors and cutting down a straight dark line. As proficiency occurs, have student cut from straight lines to gentle curves.

Additional Resources:


<p>Unit: Art Area: Form and Construction</p>	<p>Objective (17): The student demonstrates his ability to cut colored paper for the production of a collage.</p>
<p>Materials Scissors, pattern of shapes (circles, squares, triangles etc.). Paper of five or six different shades and texture. Construction paper, 12x18 different colors, glue, stapler.</p>	<p>Teaching Strategies 1. Demonstrate the pasting, glue or stapling different objects on construction paper to effect a design or picture. 2. Have students cut different shapes from material provided. 3. Have pupils make a collage using material on hand.</p>
<p>Colored construction paper (scraps from previous art projects). Sunday comics. Colored magazine pictures. Construction paper for a Mat. Scissors, glue or paste.</p>	<p>1. Mat of construction paper with the outline of various geometric shapes or objects to start. Have students cut paper and fill in the outlines. 2. Free form projects can be constructed. Suggest a simple landscape scene to start or a scene to go along with social studies, a holiday or a story.</p>

Additional Resources:

Unit: Art Objective (18): The student demonstrates his ability to produce a collage out of assorted material.
Area: Form and Construction

Materials	Teaching Strategies
Construction paper, scissors, paste, and a wide variety of different textured materials and objects.	The child will be told that he is to make a picture using the materials that are given him. A discussion of the different textures would precede the activity.
Scraps of cloth of various colors and textures, or various sizes, shapes, colors of grain (corn, pinto beans, rice, etc.), or large colored magazines ads that carry a theme (eyes, animals, trees, car parts, hair styles), or torn paper of various textures (sand, tissue, greeting cards, saran, waxed, paper napkins, towels, plates, wall paper, Kleenex, newsprint). Need also background material, glue, water colors. Note: Water color wash or tempera wash is very effective over the finished collage.	Show examples of collage. Discuss word and meaning of word. Discuss (and or) discover ways to express a collage as a verbalization; as a visual art form. Discuss what theme should be followed - as a class - as individuals. Collect materials. Construct. Discuss results/evaluate.

Additional Resources:

<p>Unit: Art Area: Form and Construction</p>	<p>Objective (19): The student demonstrates his ability to make a simple mobile (with aid in tying).</p>
<p>Materials</p> <p>Clothes hangers, string, construction paper, scissors, crayons, completed mobile.</p>	<p>Teaching Strategies</p> <p>1. Show students the completed mobile. 2. Then go through each step in assembling the mobile: A. Cut designs, animals, etc. from the construction paper. B. Send hangers into desired position. C. Color designs. D. Make holes in designs for string to go through. E. Cut as many pieces of string as needed for each hole and tie hanger from ceiling. F. Show that by tying a knot when string is inserted in hole, the mobile will be completely assembled. 3. Have students work in pairs to complete one mobile - then work individually.</p>
<p>Duplicated free forms, heavy paper, scissors, clothes hangers, wire cutters, dental floss or string, crayons or paint.</p>	<p>The use of common and easily manipulative material for the construction of an object which can develop within the student physical dexterity, creativeness, and artistic appreciation. Of equal importance is the child's exposure to a task which allows for freedom of expression, yet is of a level of difficulty which insures a success experience. A. Using a spirit master duplicate a number of free form shapes which can serve as a pattern to cut out sturdier forms on heavy construction paper. B. Allow on the free form patterns use dotted lines to show color areas on the free form shapes. C. Cut and twist 6 pieces of coat hanger wire so that there is a loop on both ends and one loop in the middle. There should be 3 wires 6" long and 3 wires 3" long.</p>  <p>D. Cut out heavy construction forms and punch out holes at balance points desired. E. Color free form shapes. F. Using dental floss hang pieces on wire in desired manner being careful to balance all parts of the mobile.</p>
<p>Additional Resources:</p>	

Art Objective (20): The student produces assorted shapes with modeling clay.

Form and Construction

Teaching Strategies

Materials

Modeling clay, newspaper.

After each child has been given clay and a paper, discuss something to make of clay. By having students follow teacher make some basic formation. Ball - square - long narrow strip. A more complex figure is one of pulling down legs or pulling up a head. Next have student demonstrate a shape and rest of class make it.

Clay, 12"x12" cloth to put on desk to wrap the clay in.

The child will be shown several objects and he would be asked to make something that would go with the object, for example, "this is a baby. What could you make that the baby could sleep in?" This is a dog, what could you make for him to eat or drink out of. He will make out of the clay an object that is appropriate, for example, a baby, a dish for the dog.

Additional Resources:

Unit: Art

Objective (21): The student demonstrates his ability to manipulate clay while using assorted

Area: Form and Construction

objects for designs.

Materials

Teaching Strategies

Clay, "found" art materials such as forks, spoons, empty spools, cloth with an interesting weave - anything which would imprint a design on the clay or incise one.

Give student a ball of clay and allow him to manipulate freely for a while. State to the student how air is worked out to demonstrate. Show how clay can be rolled out, cut into shape and decorated by pressing on spools, forks, etc. Have models such as neck pendants to show students.

onal Resources:

Unit: Art	Objective (22): The student can produce a simple clay pot.
Area: Form and Construction	
Materials	Teaching Strategies
Modeling clay, or hardening clay.	<p>Pinch method: Leads up to wheel. 1. Give student 1/2 stick of clay. 2. Have him roll it into ball. 3. Ask him to hold the ball in his hand and press down with his thumb into the center of the ball. 4. For thin sides, pinch thumb and fingers together around clay.</p> <p>Coil method: Leads up to bowls, jugs. "Cross hatch for holding if large piece". 1. Give student stick of clay. 2. Section. 3. Roll out sections into "snakes". 4. Place snakes round and round a flat bottom. 5. Smooth insides and outsides.</p> <p>Slab method: Leads to large, square pieces. "Cross hatch for holding at joints. Brush with slip if using hardening clay." 1. Give student stick of clay. 2. Section. 3. Flatten sections to square, rectangle, etc. 4. Cut to square corners. 5. Place square on base and smooth joints.</p>
Additional Resources:	
Unit: Art	Objective (23): The student demonstrates his ability to decorate his simple pot with paint.
Area: Form and Construction	
Materials	Teaching Strategies
Simple pots made in previous classes. Paint and brushes.	The teacher will discuss various designs suitable for certain size pots. She will draw some on the board. The pot should be painted and allowed to dry; then the design painted on.
Paint, brushes, pot.	Demonstrate the decoration of a pot to the class. Show that colors can be mixed to change original colors or mixed on the surface to cause swirls. Illustrate different designs and have individuals determine their design before painting. Set time limit and remove demonstration model.

Additional Resources:

Unit: Art **Objective (24):** The student produces a paper woven mat.

Area: Form and Construction

Materials

(Many colors) strips of construction paper, scissors, sheet of construction paper with slits cut in them.

Teaching Strategies

Demonstration by teacher of weaving strips into slit sheet. Have completed examples to show. Allow student to weave in his slit sheet. Student selects colors and width of strips.

Additional Resources:

Objective (25): The student decorates a picture with a simple woven border.

Materials	Teaching Strategies
Pictures 8x10, Yarn, Crotchet needles, Elmer's Glue.	1. Making a slipknot in the yarn, the teacher demonstrates simple weaving by making a yarn "rope". 2. After each student has made a simple "rope" 36 inches long, the teacher shows how to apply Elmer's glue along the four edges of the picture and placing the yarn rope in place. 3. The students then decorate their individual pictures. (A variation could be accomplished by braiding the yarn).
Pictures, colored yarn, large needle.	Student threads needle with yarn. Sews yarn into the edge of picture using design of student's choice.

Additional Resources:

Unit: Art	Objective (26): The student produces a colored string and glue picture.
Area: Form and Construction	
Materials	Teaching Strategies
Paper, string bits (different colored), glue.	1. Have student make design with pieces of string on their paper. 2. Then use glue and apply string bits to paper in desired design.

Additional Resources:

Unit: Art Area: Graphics	Objective (27): The student demonstrates his ability to manipulate his hands in one color of fingerpaint on a table to form a negative picture for a monoprint.
Materials Finger paint, one color, colored construction paper, flat table.	Teaching Strategies Demonstration of lesson. 1. The child will be able to draw a picture or design with his finger or fingers. 2. The child will be able to place the paper over his design, press down, and produce a relief of his design. Show students positives, then negatives. Explain they are going to make negatives (role play: be the camera). Give them an area of table and a glob of water, then paint. 1. yellow is difficult to get a good teaching result. 2. red and green tend to absorb the student in color rather than technique or strategy. 3. the surface, table or other, is smooth, free of grooves and/or ridges and is of a plastic or vinyl finish. Work with paint. What will the picture look like if you did this (point to one who has removed color from a face)? What would it look like if you took away the paint from around the shape? Let's try. Student time of print, 5 minutes. Student takes sheet of newsprint, makes monoprint, hangs print on string (cord) with pins to dry. Give more paint. Student makes 3 tries then does final print on 18"x24" construction paper. Student cleans own area with large sponge and bucket of water. Next day, arrange newsprint and construction paper prints together and discuss what the student tried to do and how he succeeded in each print.

Additional Resources:

Unit: Art Area: Graphics	Objective (28): The student demonstrates his ability to manipulate his hands in colors of finger paint on a table to form a negative picture for a monoprint.
Materials Finger paint, smooth hard table or desk, finger paint paper, newspaper for drying, papers for printing (any kind of paper from colored newsprint, construction, wall paper, to tissue will do.) Dishpans of water for	Teaching Strategies 1. Make a finger painting on table top. 2. Place any kind of print paper on top of wet finger painting. 3. Rub gently over back of print paper with hand or roll with a brayer . 4. Lift by peeling the print off. Observe the reverse transfer. 5. Dry prints on newspaper. Student demonstrates ability to use large muscles in large, swinging motions to relax physically in natural movement of hands and arms.

handwashing, paper towels for drying hands, Lysol disinfectant for handwashing.

Finger paint, 2 colors, large flat table, colored construction paper.

Demonstration - The teacher will first demonstrate to the child the lesson. 1. The child will be able to draw a picture or make a design with his fingers or hands. 2. The child will then be able to place the paper over his design and press down so that his picture will be transferred to his paper.

Additional Resources:

Unit: Art

Objective (29): The student produces a gadget and tempera print picture.

Area: Graphics

Materials

Tempera paint (three colors), 3 shallow pans, colored construction paper, raw potatoes, paring knives, assorted solid objects, spools, blocks of wood, pieces of sponge, screening, beads, etc. newspapers.

Gadgets, jar, orange juicer, any object which produces a design. Tempera (3 or more colors) colored construction paper (one or more colors).

Teaching Strategies

1. Put newspapers on large working table to make easy cleanup. 2. Show children how to cut pattern on raw potato. 3. Put tempera paint in each of the three shallow pans. 4. Show children how to dip potatoes or other things in the paint and print on construction paper. 5. Supervise children to keep from spilling paint or mixing the colors together - turn them loose one at a time at the work table.

Demonstration - 1. The child will be able to recognize that functional objects and objects of nature have design. 2. The child will be able to demonstrate his ability to make a print of the design on the gadget.

Additional Resources:

Unit: Art
Area: Graphics

Objective (30): The student produces a print picture using pre-cut designed vegetables.

Materials

Assorted print pictures,
pie tins, sponges,
tempera paint, assorted
vegetables with pre-cut
design, paper.

Teaching Strategies

Have student use assorted pre-cut vegetables to make print picture. Encourage exploration, patterning, freedom.

Additional Resources:

Objective (31): The student produces a print painting using feet and hands.

Materials

Tempera paint and pie tins, sponges, any plain smooth paper. Buckets of soapy water to wash feet off.

Teaching Strategies

Soak sponges in pie tins with paint. Have children first use only the index finger explaining that this is the method for being "finger printed". Follow this lesson by using the whole hand. Allow them to print fingers and hands in pattern on paper. For some students allow further exploration with toe printing and foot printing.

Additional Resources:

Unit: Art

Area: Graphics

Objective (32): The student produces a print picture using tempera and natural objects.

Materials

Tempera paints, sponges, pie tins, assorted leaves, sticks, rocks, pieces of bark.

Teaching Strategies

Have the students paint on a table, each color in a can. Each student decide on five objects he wants to work with and have them lying down in front of him on his desk. Choose a student to pass out the paper. For the first trial have each student one by one go to the table and take a can of paint. This is to be shared with three other students. Have them place sponge in pie tin and soak sponge with selected paint. Have them dip their articles in the paint-soaked sponge and lay them on their paper making any design they want. Their desk also should be covered with newspaper. When they are finished with each object they may trade with the other groups. Give time to dry.

Additional Resources:

MUSIC

Level A

Singing

The student:

1. 1. responds to a simple musical question with an original musical answer.
2. 2. demonstrates his ability to sing simple songs as a part of a group sing.
3. 3. demonstrates his ability to sing a simple song by himself.

Listening

The student:

4. 1. listens to a recording and identifies it as to loud or soft, and fast or slow.
5. 2. identifies a song's ending as a high note or low note.
6. 3. identifies the playing of a scale as going up or down.

Instrumental

The student:

7. 1. produces musical sounds from assorted musical instruments.
8. 2. identifies which of three instruments was played for him.
9. 3. names four common musical instruments.
10. 4. plays an accompaniment to a song with rhythm instruments.
11. 5. plays an original song on a musical instrument.

Rhythm

The student:

12. 1. responds to the pulse of music by clapping hands.
13. 2. demonstrates his ability to move about the area appropriately to assorted music.
14. 3. demonstrates his ability to perform body movements to music.
15. 4. demonstrates his ability to perform a few simple dance steps to rhythm.
16. 5. demonstrates his ability to play simple musical games.

Attitudes

The student:

17. 1. demonstrates proper audience etiquette.
18. 2. selects from a group of songs, the one he likes best.
19. 3. listens to a recording and describes it as good or bad.

EXCEPTIONAL CHILD EDUCATION PROGRESS REPORT - MUSIC

LEVEL A

Pupil's Name _____

B. D. _____

Skill Area

Specific Objectives

	1	2	3	4	5
Singing				*	*
Listening				*	*
Instrumental					
Rhythm					
Attitudes				*	*

Unit: Music Area: Singing	Objective (1): The student responds to a simple musical question with an original musical answer.
Materials	Teaching Strategies
	Teacher sings question "How are you?". Teacher sings it to the tune of the tonic chord. Student sings a response back trying to sing on exactly the same pitch, ex. "I am fine."
	Teacher sings simple question to student and student responds by singing an appropriate answer.
Additional Resources:	

Unit: Music Area: Singing	Objective (2): The student demonstrates his ability to sing simple songs as a part of a group sing.
Materials	Teaching Strategies
Flannel board pictures depicting the subjects of the song to be sung.	The teacher gives children choice of several songs such as: "Six Little Ducks", "Little Cabin in the Woods", "Baby Bumblebee", "Qac Goo", "Little Rabbit Foo Foo", "He's Got the Whole World in His Hands". Children pick song (give boys a chance to choose). Put up flannel picture. Either teacher or student leads song. Choose songs with lots of hand motions and boys will be more apt to sing.
Additional Resources:	

<p>Unit: Music Area: Singing</p>	<p>Objective (3): The student demonstrates his ability to sing a simple song by himself.</p>
<p>Materials</p>	<p>Teaching Strategies</p>
<p>Piano or record of simple song.</p>	<p>Sing the song every day in a group. Ask for volunteers to sing song individually. Any original song will be accepted. Clapping and candy can be used as reinforcers.</p>
	<p>Sing the song "If You're Happy and You Know It". Sing in a group. Repeat song letting different individuals sing a particular verse.</p>

Additional Resources:

<p>Unit: Music Area: Listening</p>	<p>Objective (4): The student listens to a recording and identifies it as to loud or soft, and fast or slow.</p>
<p>Materials</p>	<p>Teaching Strategies</p>
<p>1. Records which are high in pitch, records which are low in pitch, records which are fast and slow in tempo. 2. Bells may be used. 3. Piano also is a good learning material.</p>	<p>1. Have each child listen and respond with what was heard - high - low - loud or soft. 2. Child can play bells himself and respond as to high or low, loud or soft. 3. Child can also use the piano.</p>
<p>1. Phonograph 2. Tape player and recorder. 3. Video Tape.</p>	<p>1. Record selected sounds at normal speeds and volumes. Play back to give the student a norm by which to judge. 2. Record selected sounds at varying speeds and volumes. Play back and have students indicate their personal judgments. 3. Play phonograph records and vary speeds and volumes as desired.</p>

Additional Resources:

Unit: Music	Objective (5): The student identifies a song ending as a high note or low note.
Area: Listening	
Materials	Teaching Strategies
Two short, simple records one ending on high and one on low note.	Child listens to first song and identifies note (high or low) at end of song. He does same to second song. To prepare for this you can sing high low notes and have him also hit high (or low) when you hit a high note and put his hand down when you hit a low note.

Additional Resources:

Unit: Music	Objective (6): The student identifies the playing of a scale as going up or down.
Area: Listening	
Materials	Teaching Strategies
Piano or any other instrument.	The students are asked to play a game. They stand up if the scale goes up and they sit down if the scale goes down. They practice this until they are able to successfully participate.

Additional Resources:

Objective (7): The student produces musical sounds from assorted musical instruments.

Unit: Music Area: Instrumental	Materials	Teaching Strategies
Bells, rhythm sticks, shakers.	Student performs on assorted instruments with a musical recording; instruments used are rhythm instruments.	
Bells, triangles, wood block, sticks, drum, record player, record.	Student will listen to a well known song with a distinct beat. The teacher will ask the students to clap hands to the beat. Instructions will be given on the correct use of the instruments and students will attempt accompanying the record.	

Additional Resources:

Objective (8): The student identifies which of three instruments was played for him.

Unit: Music Area: Instrumental	Materials	Teaching Strategies
Assorted musical instruments, piano, drum, bells, trumpet, flute, violin.	Produce the sounds of each of the three musical instruments explaining what it is and involving class in discussion. Allow child to produce sound. After familiarization have student turn his back to you and then produce one sound. Have student turn around and point to correct instrument.	
Assorted musical instruments. Tape recording of the same musical instruments.	Repeat experience above. Play tape recording of musical instruments and have student point to instrument being played.	

Additional Resources:

<p>Unit: Music Area: Instrumental</p>	<p>Objective (9): The student names four common musical instruments.</p>
<p>Assorted instruments, recording of the instruments, pictures of assorted instruments. Movie 781.91 "Toot, Whistle, Plunk and Boom". Pictures of assorted musical instruments.</p>	<p>Teaching Strategies 1. Have four instruments displayed, i.e., piano, guitar, violin. 2. Have records, record player present. 3. Show and explain instrument - string, percussion. 4. Demonstrate the instrument using actual instrument and records. Show film. Discuss film. Group pictures according to toot, whistle, plunk or boom. Name instruments.</p>
<p>Additional Resources:</p>	

<p>Unit: Music Area: Instrumental</p>	<p>Objective (10): The student plays an accompaniment to a song with rhythm instruments. Have the children listen to several records. Let them select a record and a rhythm instrument. Have the children play along with the record. Have only the children with one type of instrument play, then another etc.</p>
<p>Set of rhythm instruments, album of children's songs (records), record player. Rhythm instruments, records.</p>	<p>Give the student a bongo drum. Ask him to listen to record and then encourage him to play what he thinks would go best with the record. Each student plays the appropriate rhythmic patterns for the particular record.</p>

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Additional Resources:

Unit: Music	Objective (11): The student plays an original song on a musical instrument.
Area: Instrumental Materials	Teaching Strategies
Set of bells, piano, or other instrument pupil can play.	The student is given a subject and an instrument. He is asked to make up a song and play that song on the instrument. The object is to make a pleasant to the ear presentation.

Additional Resources:

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Objective (12): The student responds to the pulse of music by clapping hands.

Teaching Strategies	
Materials 1 piece 1/4 5"x12" plywood. Take and saw into a paddle. 1 thick large rubber band. 1 heavy stapler. 1 1 1/2 to 2" rubber ball. (One large needle to thread rubber band thru ball. Secure with knot.) Thus making a paddle ball.	Have the children hit the ball with paddle in time with beat.
Assorted records with strong beats varying in speed from very slow to fast. Drum, record player.	Beat drum at steady slow beat. Have children clap to beat. Stop - then increase speed a little and have children clap to beat. Put slow record on and repeat procedure.
Additional Resources:	
Unit: Music Area: Rhythm Materials Records for marching, skipping, and other movement activities.	Objective (13): The student demonstrates his ability to move about the area appropriately to assorted music. Teaching Strategies Present the record. Call attention to the beat. Demonstrate how your feet move with the rhythm. Give opportunity for children to respond to the music.

Additional Resources:

Unit: Music Area: Rhythm	Objective (14): The student demonstrates his ability to perform body movements to music.
Materials Record player, movement skills record, colored construction paper squares.	Teaching Strategies Build interest in music activities and introduce motor skills unit; records and songs which direct the motor behavior of the child are used to initiate control of gross and fine motor development.

Additional Resources:

Unit: Music Area: Rhythm	Objective (15): The student demonstrates his ability to perform a few simple dance steps to rhythm.
Materials Chalk markings on floor, records or musical instrument such as a tamborine.	Teaching Strategies Demonstrate and take the student through a series of movements by numbers until he is able to perform them by himself without the use of cadence.
Record player, a number of 6" pieces of wood, broomstick size, a number of records each having a different rhythm or beat.	Play the records initially for all to hear and note the different responses of the students in regard to the manner that they in their own way keep "time" to the music. Play each of the different records with the students standing and have them tap one foot in time with the beat. After mastering this, demonstrate the basic two step, draw diagrams on chalkboard and on floor for the students to follow. Give each child 2 pieces of the wood to use as aids in maintaining the rhythm. Proceed as a group when basic two step has been mastered.

Additional Resources:

Unit: Music Objective (16): The student demonstrates his ability to play simple musical games.

Area: Rhythm

Materials

None.

Teaching Strategies

- Step 1. A discussion re-emphasizing importance of knowing and following rules when playing games.
- Step 2. Words to song "Bingo" are placed on the chalkboard. Students take turns reading the words, completing with a choral reading by the class.
- Step 3. Teacher hums the melody and students sing the song thru several times.
- Step 4. Words are erased and following rules given: The song will be sung thru 5 times with one letter being omitted from Bingo each time on the end. Student who voiced the letter will be identified by a leader and made to stand up and not sing until the game is finished. A new leader will be selected for each game.

Additional Resources:

Music Attitudes

Objective (17): The student demonstrates proper audience etiquette.

Materials	Teaching Strategies
Record player, tape, TV, piano, etc.	Develop a unit on music and etiquette for the theatre. Play certain music for a better appreciation of music. Put on a skit on improper behavior and children should express their feelings on this misbehavior pro and con. Have children draw their own conclusions on what is right or wrong. Have drawing on board of a theatre layout showing, no smoking signs, exit signs, etc.

Additional Resources:

Unit: Music Area: Attitudes	Objective (18): The student selects from a group of songs, the one he likes best.
Materials	Teaching Strategies

Several records of various types of music and various songs.

Play the records through. Then begin again and have students raise hands when their favorite song is played.

Records of "He's Got the Whole World", "Raindrops", "Put Your Hand in the Hand".

Play all three records. Ask students to listen attentively. Discuss tempo, timbre, lyrics and mood. Guide discussion. Allow all opinions making sure they state why they feel the way they do.

Additional Resources:

Unit: Music
Area: Attitudes

Objective (19): The student listens to a recording and describes it as good or bad.

Materials	Teaching Strategies
Record, record player, tape, and tape recorder.	Play recording as student enters room. Continue playing recording until student responds. If student doesn't volunteer an opinion, question him as to his likes or dislikes about the recording.
Additional Resources:	